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Doctorate of Professional Studies

(Educational Strategy and Policy)

An Investigation into the Challenges Associated with Vendor Performance and the Commissioning of Professional Development: an Abu Dhabi case

**A project submitted to Middlesex University in partial fulfilment of the
requirements for the degree of Doctor of Professional Studies**

(Temporary exemption from publication)

Institute for Work Based Learning

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TABLE OF CONTENTS	Page No.
CHAPTER 1 - INTRODUCTION TO THE PROJECT	13
1.0 Introduction	13
1.1 Educational development	13
1.1.2 Abu Dhabi Educational Council	14
1.2 Problem investigated	15
1.3 Need for research	16
1.4 My role in Abu Dhabi Education Council	16
1.5 Practitioner/researcher and ethics	17
1.6 Research questions	20
1.7 Limits of the research	23
1.8 Definitions	24
1.9 Presentation of this research	25
1.10 Conclusion	27
CHAPTER 2 - TERMS OF REFERENCE AND REVIEW OF RELEVANT LITERATURE	29
2.0 Introduction	29
2.1 My approach	29
2.2 Economic drivers	32
2.3 Emiratisation	36
2.4 New School Model	37
2.5 Human Capital	40
2.6 Wider school workforce	41
2.7 Approaches to school improvement	46
2.8 Professional Development	49
2.8.1 Guskey Teacher Change Model	56
2.8.2 Adult theory of Learning – Andragogy	59
2.8.3 Voluntary or mandatory professional development	61
2.8.4 Personal learning	63
2.9 Commissioning of professional development	65
2.10 Return on investment	65
2.11 Understanding literature and theory to justify my	67

research questions	
2.12 Conclusion	70
CHAPTER 3 –METHODOLOGY	72
3.0 Introduction	72
3.1 Research methodology	72
3.2 Methods of data collection	76
3.2.1 Stage 1 - Finding out	79
3.2.2 Stage 2 - Making purposeful activity	94
3.2.3 Stage 3 - Dialogue	96
3.2.4 Stage 4 - Action to improve	98
3.3 Data analyses	100
3.4 Triangulation	100
3.5 Validity and reliability of this research	101
3.6 Conclusion	102
CHAPTER 4 PROJECT ACTIVITY	103
4.0 Introduction	103
4.1 Stage 1-Finding out	103
4.1.1 Analysis 1 – Roles, norms and values	104
4.1.2 Analysis II – Social and Cultural	109
4.1.3 Analysis III – Political	117
4.2 Stage 2 - Making purposeful activity – professional development	138
4.3 Stage 3 - Dialogue – professional development	143
4.4 Stage 4 - Worldview –Action to improve	151
4.5 Conclusion	153
CHAPTER 5 PROJECT FINDINGS	154
5.0 Introduction	154
5.1 Stage 1 - Finding out	154
5.2 Stage 2 - Making purposeful activity	163
5.3 Stage 3 – Dialogue	168
5.4 Stage 4 - Action to improve	171
5.5 Conclusions	182

CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS	184
6.0 Introduction	184
6.1 Professional development - Principals	184
6.1.1 Stage 1 - Finding out	185
6.1.2 Stage 2 - Purposeful activity model	188
6.1.3 Stage 3 - Dialogue	188
6.1.4 Stage 4 - Action-to-improve – Principals	188
6.2 Improve Informal Model of Continuous Improvement – Principals	191
6.3 Professional development – wider school workforce	196
6.3.1 Stage 1 - Finding out	196
6.3.2 Stage 2 - Purposeful activity	198
6.3.3 Stage 3 - Dialogue	198
6.3.4 Stage 4 – Action-to-improve	199
6.4 Recommendation – wider school workforce	200
6.5 Models - professional development - wider school workforce	205
6.5.1 Business Development Coordinator	208
6.5.2 Registrar	211
6.5.3 Classroom Assistant	214
6.5.4 Special Educational Needs (SEN) Classroom Assistant	217
6.5.5 Social Worker	221
6.5.6 Student Career Counsellor	225
6.5.7 Learning Resource Centre Coordinator	228
6.5.8 Secretary	231
6.5.9 Administrative Assistants	235
6.6 Recommendations – commissioning of professional development	239
6.7 Outcomes in relationship to research questions	246
6.8 Conclusions	252
6.9 Final conclusions	252

CHAPTER 7 REFLECTIONS ON MY LEARNING AND	253
PROFESSIONAL JOURNEY	253
7.0 Introduction	253
7.1 LUMAS	254
7.2 Reflection	271
7.3 LUMAS revisited	273
BIBLIOGRAPHY	
APPENDICES	
Appendix 1 Letter of approval from Abu Dhabi Education Council	286
Appendix 2 Financial analyses of the Vendor proposals	286
Appendix 3 Third round interview matrix	293
Appendix 4 Narratives	298
Appendix 5 Principal Leadership Survey questions	343

ACRONYMS

ADEC	Abu Dhabi Education Council
CM	Cluster Manager
CPD	Continuing professional development
KG	Kindergarden
P	Principals
PC	Potential contractor
PD	Professional development
PDD	Professional Development Department
PIN	Particular Interview Narrative
PLS	Principal Leadership Survey
SD	Senior Director
SSM	Soft Systems Methodology
T	Teacher
UNESCO	United Nations Educational, Scientific and Cultural Organisation
V	Vendor
VP	Vice Principal
WSW	Wider School Workforce

FIGURES

1	Research structure	28
2	Mind map of consideration in the new professional development model	30
3	New School Model – Training Requirement	44
4	Soft system methodology-four phases within seven steps	80
5	Method of collecting data	81
6	Soft system methodology – finding out	83
7	Triangulation of data	87
8	Soft Systems Methodology – modelling	93
9	Soft Systems Methodology – dialogue	97
10	Soft Systems Methodology – action to improve	99
11	Rich picture	139
12	Conceptual model – professional development	142
13	Model 1 Informal Model of Continuous Improvement	145
14	Model 2 Formal model	148
15	Model 3 Online model	149
16	Model 4 Career pathway model of professional development	150
17	Model 5 Training model	152
18	Model of professional development – SEN Classroom Assistant	170
19	Model 1 Improved Informal Model of Continuous Improvement	193
20	Business Development Coordinator	210
21	Registrar	212
22	Classroom Assistant	215
23	SEN Classroom Assistant	218

24	Social Worker	222
25	Student Career Counsellor	226
26	Learning Resource Centre Coordinator	229
27	Secretary	232
28	Administrative Assistant	237
29	Model for Commissioning of Professional Development	247
30	LUMAS	256
31	LUMAS revisited	272

TABLES

1	Key influences, processes and activities	33
2	Kolb's dimensions	63
3	Interviewee information	75
4	The CATWOE mnemonic	95
5	Creating strategic plan	129
6	High expectation, effective education	131
7	High expectation, teacher	133
8	High expectation, technology	135
9	CATWOE mnemonic – professional development	140
10	Model 5Es professional development	141
11	Summary of 21 significant data	156
12	Summary of findings for professional development	161
13	Summary of findings for the wider school workforce	172
14	Triangulation of recommendations and findings	240

ABSTRACT

Professional development is an important factor in developing teacher and leadership professional practice. Well considered contracting of professional development results in improvements in participants' performance. Effective professional development provision comes from analysing training needs to identify deficiencies in performance. Ineffective contracting processes, which do not analyse need accurately, result in provision that does not target the required performance. This research project considered the commissioning of professional development and reasons for poor vendor performance.

After setting the scene for the project I looked at the extant research surrounding the issue of professional development and performance improvement. Then I considered the research methodology used in this research and applied that research methodology to my workplace practice to analyse the issue of poor vendor performance. Next I considered all of the research to arrive at findings and recommendations for professional development for principals and wider school workforces. Next I recommended models for principals, wider school workforces and the commissioning of professional development, before finally reflecting on my learning and professional practice.

My first research question asked 'What are the reasons for poor vendor performance in the context of professional development for principals and vice principals and what strategies can I put in place to prevent their re-occurrence?' My research findings indicated a weakness in the contracting process, particularly a lack of specificity in occupational skill standards. My findings showed that training needs' analysis was not performed against a set standard but against curriculum needs. As a result, vendors' professional development reflected content rather than the performance criteria required for competent performance.

My second research question asked 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how they might transform learning into practice?' My findings showed that professional development based on training needs produced approaches to professional development that were more effective in

meeting those needs and improving performance. To establish the reasons for poor vendor performance, extensive research, using Soft System Methodology (SSM) was used to consider the worldview of existing professional development. Models of professional development developed in an abstract context were compared to the real world to consider the most feasible and desirable models. This study concluded by producing nine best practice models of professional development for each of the wider school workforce positions.

My third research question asked 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?' I arrived at three sets of recommendations, one each for principals, wider school workforces and the commissioning of professional development. The latter is the most useful for my work role in commissioning professional development for nine wider school workforce positions being introduced into schools. My findings indicated that professional development models that were specific, customised and targeted performance that met standards, were the most effective, particularly when delivered in the learning environment.

This report is written from the practitioner/researcher point of view, written in the first person and completed as a doctoral project that is also designed to inform my work and my professional learning. This report reflects my project work and my resultant learning.

Chapter 1 Introduction to the project

1.0 Introduction

My task for Abu Dhabi Education Council was to provide professional development for nine new wider school workforce positions being introduced into schools for the first time. I was to commission professional development, aiming to make best use of existing resources to address the needs of those people requiring skill development. This commissioning was to take place in preparation for contracting professional development services from a vendor. Therefore, the commissioning process was an important preparatory element for the contracting process. To fully consider the challenges of commissioning professional development, I started my research project. In this chapter I will introduce the project with ten sections comprising:

- 1.1 Educational development
- 1.2 Problem investigated
- 1.3 Need for research
- 1.4 My role in Abu Dhabi Education Council
- 1.5 Practitioner/researcher and ethics
- 1.6 Research questions
- 1.7 Limitations of the research
- 1.8 Definitions
- 1.9 Presentation of this research
- 1.10 Conclusions

1.1 Educational development

The reason that wider school workforce positions were being introduced into schools was to support the teaching and leadership staff in operating and managing school functions. A New School Model was being introduced into schools. The New School Model introduced a new bilingual English/Arabic education system for improved educational performance and learner attainment. Additionally, the New School Model was being introduced to prepare the youth of

the country to be able to support the country's future economic development (NSM, 2010).

In preparation for the future, the United Arab Emirates (UAE) have adopted a twenty-year plan for an economic vision aimed at creating a knowledge economy. The present economy is based on the oil and gas sector, and there is an understanding that oil and gas resources are finite, so that alternative sources for economic prosperity are needed. This has created the need for the development of a knowledge economy. Further, the Emirate of Abu Dhabi identified twelve economic sectors, including education, to contribute to the Abu Dhabi Economic Vision 2030. To support its economic vision, the Abu Dhabi government has invested billions of dollars, with education being one of the beneficiaries (Economic Vision, 2008). The aim of the investment is to produce a skilled society, confident in its economic growth, which is significant for economic transformation. Producing this skilled society requires, not only identification of the skills needed in a knowledge economy, but also the development of those skills in the youth of the country. Education is considered the key to producing skills in the workforce, and as the driving force for economic success (Economic Vision, 2008). It has been reported in an American book review that a one point gain in international examination results could lead to substantial increases in gross domestic product (GDP) although this may not apply to the UAE (Tucker, 2015). Because youth are seen as the real wealth of the nation, education has been considered one of the top priorities. Generously funded education-related projects drive forward the economic vision (Economic Vision, 2008), including the New School Model.

1.1.2 Abu Dhabi Education Council.

When the New School Model was being introduced by the Abu Dhabi Education Council it aimed to create the world's best education system. It was explicitly aspiring to outperform other international education systems (Al Khalili, 2010). The objective of the New School Model was to develop an approach to critical thinking, problem solving and learner communication, whilst retaining cultural and national identity for improved learner outcomes (NSM, 2010). To achieve the new approach, the New School Model was introduced, starting from kindergarten and Cycle 1, introducing one additional grade yearly and moving up the grades in a phased, sustained approach. In the first wave of development 171 schools, 38,000

students and 5,500 teachers were targeted (Olarde, 2010). The school reform was expansive in approach and very ambitious in its planned achievements.

1.2 Problem investigated

The problem investigated in this research was how a contract with a well-known international vendor produced poor vendor performance. Eight months prior to my task of providing professional development for the wider school workforce, Abu Dhabi Education Council had signed a large contract for professional development services with an international vendor (CSC, 2010) which was not proving satisfactory. During the execution of the professional development Investigations were already underway in Abu Dhabi Education Council to establish reasons for poor vendor performance. My task was to commission professional development for the wider school workforce and so I needed to investigate the poor performance to avoid a repetition of substandard professional development occurring again. As professional development progressed, both principals and vice principals were increasingly dissatisfied with the vendor's performance. Some principals and vice principals even stopped attending professional development sessions. However, the vendor's services were being paid for and so reasons for this failure needed to be established, both to facilitate interventions and improve the provision. Principals and vice principals' non-attendance was an early warning that the provision of professional development was not going well. Reasons given were:

- Dissatisfaction with the professional development received.
- Cycle 2 and 3 principals and vice principals not receiving appropriately targeted professional development.
- Unsuitable materials: too low a level, not challenging enough and course content and materials lacking cultural sensitivity (PDDR, 2011).

Additionally, professional development was not being adequately monitored because of the lack of a Professional Development Department. Eight months after the vendor signed and initiated the contract the Professional Development Department was established and inherited the contract. Because the department was tasked with monitoring professional development provision, it also needed to oversee the effectiveness of the provision, including monitoring attendance, and seeking monthly reports from the vendor for analysis and to calculate return on

investment. Although the Professional Development Department was established late in the contract period, evaluation of provision and corrective action were still possible.

1.3 Need for research

Early evaluation by the Professional Development Department did not reveal an obvious cause for the poor vendor performance. Many reasons were considered, such as language and comprehension issues or the multi-level capability of attendees, but none seemed to be an obvious cause. Research was needed to investigate the poor provision, because the vendor's provision was costly and it did not appear to give a significant return on investment (EMU, 2011). Due to the millions of dirhams being spent on professional development, value for money was essential. Establishing reasons for the difficulties would assist in making informed decisions to either intervene, stop or redirect the provision to prevent further poor performance. Because my work was to provide professional development for the wider school workforce, I had a personal reason to find the root cause of the poor provision. I wanted to establish reasons in order to avoid repeating mistakes whilst commissioning future professional development. Further, a model for professional development existed within the Abu Dhabi Education Council, and I needed to know if the model was a valid one. My project enabled me to research other models of professional development. I researched and looked for effective approaches that could be applied to the wider school workforce in order to increase the return on investment. Because wider school workforce positions were not yet employed under the Abu Dhabi Education Council, I needed to look at other countries' experiences to increase my knowledge of wider school workforce provision. I judged that my research would give me a foundation for developing professional development provision for the wider school workforce. Furthermore, my research also had relevance for school improvement in other states or nations in the Gulf, such as Oman, Bahrain, Qatar and elsewhere in the Arab world, all of which are attempting to improve their educational systems (UNESCO, 2015).

1.4 My role in Abu Dhabi Education Council

I was employed in the Abu Dhabi Education Council as a section manager in the Professional Development Department, appointed as a result of having had my

own training company for seven years. I had experience working commercially and extensively as a vendor and with vendors in the commercial and public sectors. Further, I was a qualified teacher, had a Master's Degree in Training and Performance Management, a Doctorate in Business Administration, and had in-depth knowledge, skill and expertise in professional development services. My role was to search, identify and source vendors, and to guide vendors to prepare and submit suitable proposals for professional development provision. I extensively researched internationally to source vendors in order to provide the best possible provision for the Abu Dhabi Education Council's staff. The findings from my research aimed to change the approach to commissioning vendor services, and the contracting of professional development services. Because I was concerned with professional development for the wider school workforce, I concentrated my research in this area. As a result, I limited my thesis to my time and work in the Abu Dhabi Education Council.

1.5 Practitioner/researcher and ethics

Being a practitioner/researcher, my work allowed me to fund and continue my studies to acquire a doctoral degree. The study gave me the opportunity to evaluate my work practice critically, which I welcomed. As a practitioner/researcher my work informed my research and my research informed my practice, with both aspects merging naturally together (Checkland, 2007). Because my research knowledge of commissioning and models of professional development grew substantially, I was driving the process of learning. Further, learning and researching around my natural work environment gave a more personal focus to my learning, so that it was directly applicable to my job of commissioning professional development. The process of researching and learning about commissioning professional development directly supported my work.

Looking at myself as a researcher, I had the advantage of having 'lived' experience of the Abu Dhabi Education Council and I was able to access groups in closed settings (Bryman and Bell, 2007; Wengraf, 2004). As a researcher on a work based project I had the advantage of having a source of research in my immediate work location. Although colleagues and stakeholders were not the focus of my research, they assisted me with their views and feedback. Some colleagues were

very involved and enthusiastic, whereas others were uninterested. I was close to the vendor situation, but worked in another part of the department, and so was not involved. It was important to be at a distance so that my view did not cloud my judgement.

By being uninvolved in the situation I was in a position to consider the facts and truth with a lack of bias as opposed to imposing a personal opinion based on assumption, belief, suspicion or rumour, (Bryman and Bell, 2007). I was also in a good position to divide facts and rumours. Although not factual, rumour attempts to deal with anxieties and uncertainties by generating stories and suppositions that can provide a rationale for behaviour (Rosnow and Foster, 2005), in this instance the rationale for stakeholders' behaviour. It was further important to differentiate between those involved directly and those involved indirectly in the situation when examining the data gathered, because of their different views of the issue. Because I was a researcher embedded in the work environment, my contribution was 100% of my time, with my colleagues contributing perhaps 1% of their time, or 0.01% if outside Abu Dhabi Education Council. Therefore, my being fully immersed in work meant the objectivity of my research could be questioned. Although trying to remain faithful and true to the situation, the amount of subject information was quite sizable. However, triangulation with factual data helped to give a true reflection of activities.

Looking at myself as a practitioner, my practice was purposeful, rational and useful to my current work situation and my employer (Shaw, 2002). As a practitioner I had an understanding of Abu Dhabi Education Council's organisational dynamics. Further, my knowledge of Abu Dhabi Education Council gave me a deeper understanding, providing insider organisational intelligence. Much of my situational knowledge came as a result of being an insider researcher. To explain to everyone I encountered in the work situation that I was also a researcher was not appropriate. As a result, apart from the colleagues in my department and senior management, I was to all intents and purposes an insider researcher. Because I held a senior position in the Professional Development Department, I could lead and influence others, although each team member was considered a consultant within the team environment. Tensions could have occurred within the team due to

my research, but because the team worked very well together, they did not consider themselves as research subjects (Cohen, Manion and Morrison, 2007). Because my colleagues were aware that my research did not affect their work position they were reassured. It was important for me to maintain relationships and harmony with colleagues at work.

My dual roles of practitioner and researcher could have caused role conflict and ethical issues at work (Coghlan, 2007). The challenge of being an ethical researcher and practitioner in a multi-dimensional setting was difficult. Further, being an ethical researcher was difficult due to the amount of insider research. My research did not consider the way colleagues worked in the department. It did, however, affect other staff members. I was comfortable that I was maintaining an ethical approach to my research. My role was to ensure that no harm came to any of my colleagues in the work/research situation as a result of my research. Because I did not need confidential records about colleagues they were not identified or disadvantaged and remained anonymous. To maintain an ethical position I informed my department colleagues I was undertaking research and they were aware that I was looking at different aspects of work (Cohen, *et al.* 2007; Perry, 1998). However, one team member preferred not to be involved in the research and their wish was respected. All other team members supported my work and research; I was very happy with the way two colleagues, in particular, were very supportive of my research. Further, I aimed to report data professionally to protect individuals, because exposing colleagues' weaknesses could result in relationship issues and, possibly, employment challenges (Cohen, *et al.* 2007). Although my research was not going to put myself or my department colleagues in any compromising positions, I could not say the same for other staff outside my department.

There were some difficulties encountered in my research. The difficulties associated with the duality of research and practice occurred when recounting information (Coghlan, 2007). I had a dilemma about the division between what had been told in confidence and what had been openly discussed among colleagues in formal discussion and meetings. Many conversations and official meetings discussed poor vendor performance that unavoidably but helpfully gave me more

work intelligence and more in-depth information than an outsider researcher might have had access to (Holian and Brooks, 2004). I was also aware that fingers were being pointed at the vendor and certain staff members. For this reason, some negativity about staff outside my department was being encountered. If only positive results were uncovered, it would have been fortuitous. However, some negative reporting was inevitable. Unavoidably, some external vendors were involved in insider research exposing external parties to being part of the investigation process. However, I was comfortable with my decision not to inform external parties about my research, because a lack of knowledge on their part had very minimal implications for them.

1.6 Research questions

One difficulty in a research project is making sense of the meaning of the research about the amount of data gathered (Coghlan, 2007). I therefore had to condense key points into workable data (Froggett and Wengraf, 2015). I was asking questions daily and could not possibly process all the data efficiently. Therefore, out of necessity, I had to come up with a more effective reporting matrix for the project. Throughout my project informal discussions and conversations were held face to face and in other forums. This was the ethnographic dimension to my project. As a participant I observed interactions, listened to others, considered documents and made note of their experiences. As a result, I recorded data using a simple and unstructured matrix that allowed me to formulate the direction and focus of my research (see Appendix 3). I used a short open question method initially to establish what each stakeholder judged was happening in professional development, and gathered their data using the Biographical Narrative Interpretive Method (BNIM) (Wengraf, 2004). After the first round of research, any areas talked about more than once were included in the second round of interviews. In the second round of interviews the matrix began to indicate common areas talked about by more than one person for further examination. I took care to include both those stakeholders living the life and those stakeholders telling the old story.

It was only as a result of the second round of questioning that it was possible to chunk information together effectively, shaping the direction of the research.

Again, a matrix of data gathered was formed because the amount of information was overwhelming. Using a combination of social skills, listening skills, recall and a matrix, the main chunks were captured and became the central narrative of my research.

From my central narrative matrix, chunking formed particular incident narratives, (see Appendix 4). In my third round of interviewing, confirming the data created the central core of ideas about vendor performance. This central core allowed my main doctoral research questions to emerge. Conversations and interviews with various colleagues allowed me to formulate questions being formulated and resulted in my three main doctoral research questions. These are:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

The three research questions were very pertinent to the situation around me. It was important not only to establish why professional development had proven unsuccessful, but also to consider how its provision could be improved. Perhaps the vendor was providing very good professional development but other factors were affecting the quality of provision. Further, if there was a model of professional development that did meet the needs of the situation, it was important that the model be employed in the wider school workforce's professional development provision. Having researched and considered quality of provision and models of professional development, I wondered if I had improved my practice and, if so, if I could consider that the change had resulted from my research? Therefore, to improve my practice further I also needed to implement my learning.

Professional development was the vehicle used to bring about change and improvement in schools and was therefore central to the success of the New School Model (Fullan, 1993). It was important that theoretical learning was transformed into practice to ensure that real change was occurring. For the New School Model to make improvements, changes in practice by school staff in schools were essential.

One of the main roles associated with performance improvement was the role of the cluster manager. The cluster manager role monitored and assisted in improving the leadership in schools. Improvement suggestions were delivered by the cluster manager to principals, because they were the link between the Abu Dhabi Education Council Head Office and the school. As a result, cluster managers were responsible for ensuring the transfer was taking place between professional development and application. Where performance did not improve, it was the cluster manager's role to highlight the issue and bring about change. However, due to so many complaints from principals and vice principals, an investigation was required to find out why there was so much dissatisfaction and why cluster managers had not identified it.

A major factor producing confusion was that feedback from principals and vice principals was contradictory. When talking to the vendor, positive comments were made, leading the vendor to believe the professional development being delivered was effective. However, when talking to the Abu Dhabi Education Council, principals and vice principals stated their dissatisfaction. Although unknown to those providing it, the confusing feedback was a major point of contention between the client and the vendor. The vendor was defending their provision and the client was disputing the vendor's claims, all based on the feedback. Because the cultural norm in the UAE is not to offend, there was a reluctance by participants to express dissatisfaction to the vendor. There was, however, doubt about the quality of the vendor's provision, and that led to the first question of:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can be put in place to prevent their re-occurrence?'

To achieve performance improvement under the Abu Dhabi Education Council, professional development had to be tailored to principals and vice principals' requirements. Complaints centred on the relevance, acceptability and appropriateness of the content and context of the vendor's professional development. Many complaints were about the delivery materials being pitched at too low a level, not being challenging enough and lacking cultural sensitivity. Because the international vendor was experienced and had worked in the Gulf before, it was difficult to understand why their materials were not culturally sensitive. Because of their previous experience it was expected that they had the required cultural competence (Peery, 2002). Poor vendor performance therefore led to the effectiveness of the whole model of professional development being questioned and led to the second question of:

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

I realised that investigating poor vendor performance would take time and I would not have time during working hours to identify the main reasons. Researching further in my own time gave me a better understanding of the vendor's performance, why it was poor and the key problems. I also needed to judge whether I could prevent it from happening again. It was important to understand which aspects of the provision were not effective, such as the delivery, materials, venue, trainer, or professional development model. Therefore, I needed to find out if I could change my practice in designing professional development strategies and professional development provision. As a result, the third research question emerged and was:

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

1.7 Limits of the research

I limited my research to the teachers, principals, vice principals, cluster managers and wider school workforce. This was because the impact of the principals'

performance within this research was important to the management and leadership of the school environment. Without effective leadership, schools would not be managed well. Therefore, the effect of the principals and vice principals' performance needed to be researched. Teachers, although they have a significant effect on school performance, were not the main focus of this research. Their voice was valuable, but the research focused on the principals, vice principals, and cluster managers.

School inspectors were not included in the research because the research was looking at one specific area of the principals and vice principals' ability. School operations were not being considered and therefore school inspectors were left out of the research.

My research also considered the new wider school workforce positions and the need for a model of professional development. The reason for this was that my research project was based on my work requirement to commission professional development for the wider school workforce only, and no other group of staff.

1.8 Definitions

Definitions used in this research are (with their sources):

Abu Dhabi Education Council	Abu Dhabi Education Council is the regulator and operator of government and private schools in Abu Dhabi.
Andragogy	The Theory of Adult Learning – developed by Malcolm Knowles (Knowles, 1980).
Cluster manager	An Abu Dhabi Education Council employee who supports and supervises principals and oversees around five to ten geographically clustered schools. They are usually Western expatriates with about five years' experience of being a principal (Bond, 2013).
Commissioning	Securing the services that most appropriately address the needs and wishes of the individual service user, making use of market

	intelligence and research and planning accordingly (Alder, 2010).
Knowledge economy	An expression coined to describe trends in advanced economies toward greater dependence on knowledge, information and high skill levels and the increasing need for ready access to a skill by business and public sector (OECD, 2010).
Professional development	The full range of activities, formal and informal, that engage teachers or administrators in new learning about their professional practice (Guskey, 2003:112).
Principal	Head Teacher of a school
Vice Principal	Deputy Head Teacher of a school
Wider school workforce	Staff, defined as educational support staff, administrative and clerical staff, who aid the running of a school (Audit Commission, 2011).

1.9 Presentation of this research

This research is reported in seven chapters. In Chapter 1, I have introduced the project and the problem investigated, that of poor vendor performance. Next, I discussed the research problem and my reason for researching the issue. Further, I outlined my role in the project as both researcher and practitioner, and discussed how my three research questions came about. The chapter ended with delimiting the extent of the research, providing definitions for key concepts and my conclusions.

In Chapter 2, I consider the economic environment within which this research resides, consider the economic drivers that are important for a country's economic prosperity and the human capital needed to support it. Further, I consider the wider school workforce and how they contribute to school approaches for school improvement. Then, I conduct a critical search, review and analysis of relevant literature and theory about the professional development

required for change to take place. I finish with and the importance of contracting and expectations for the return on investment.

In Chapter 3, I consider the research methodology employed in this research, Soft System Methodology (SSM), and the four stages and tools used in SSM for collecting data. Then, I consider the triangulation, reliability and validity of the results.

In Chapter 4, I apply my knowledge of SSM to the problem, using the four stages of finding out, purposeful activity, dialogue and action to improve, using the specific tools for each phase. The data for the SSM analysis was gathered from four sources of unstructured interviews, vendor reports, Professional Development Department reports and principal leadership survey results. 36 pieces of data, of which twenty one are significant, conclude the project activity.

In Chapter 5, I look at professional development, wider school workforce and commissioning of professional development and how they contribute to my overall project. I take the 21 significant pieces of data from the professional development worldview and make seven findings for professional development for principals and vice principals. Applying the 21 significant pieces of data to the wider school workforce resulted in eight findings for the wider school workforce's professional development and eight findings for the commissioning of professional development. I then produce wider school workforce models of professional development for each job role.

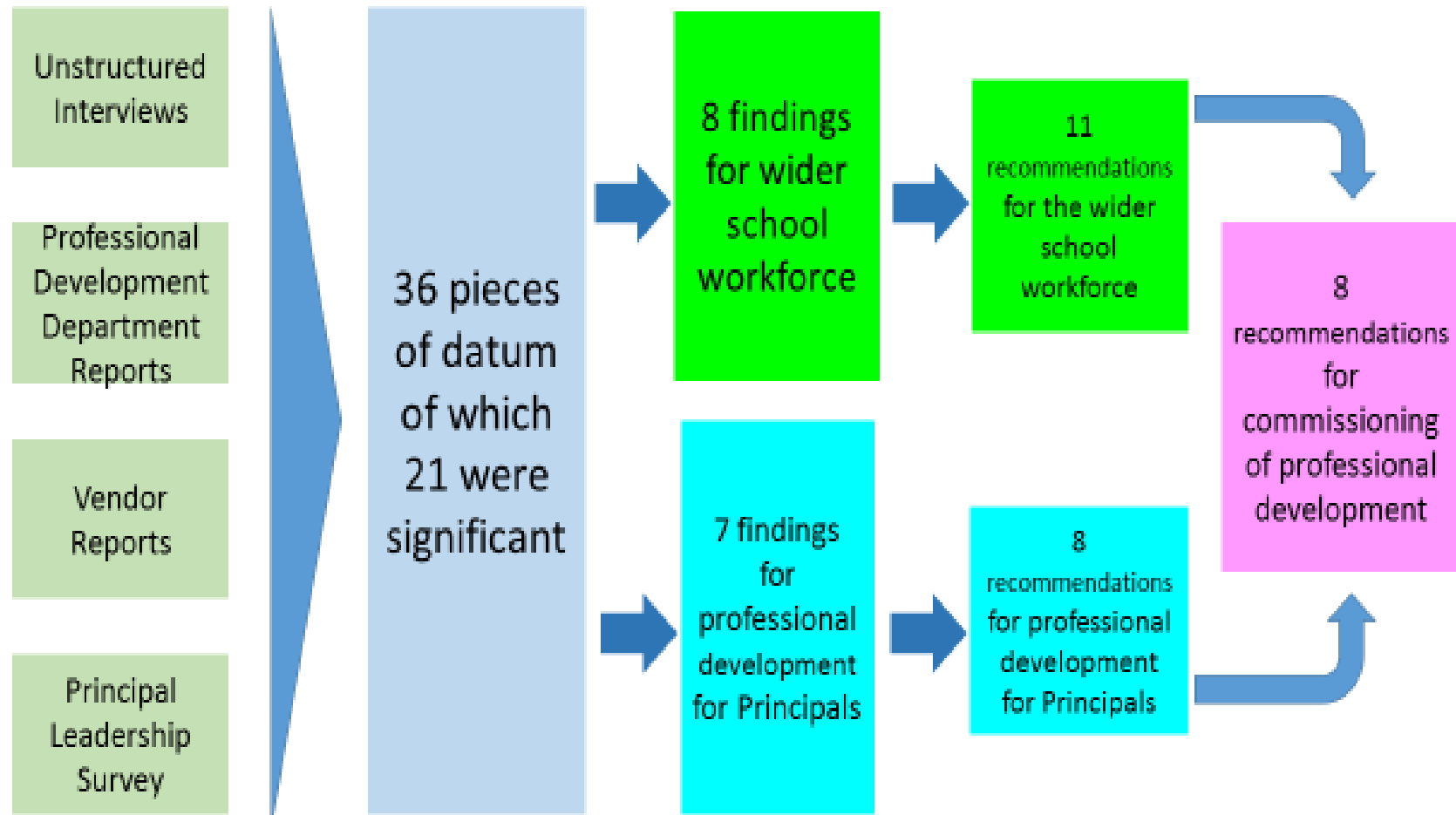
In Chapter 6, I take the findings from the professional development and make eight recommendations for principals' professional development. I then take the findings from the wider school workforce and make eleven recommendations for the wider school workforce. I analyse these recommendations from the professional development and wider school workforce and apply them to the commissioning of professional development. I then arrive at eight recommendations for the commissioning of professional development.

I conclude my research in Chapter 7, with a reflection on my learning and professional journey. My approach to this research is shown in Figure 1.

1.10 Conclusion

This chapter has set the scene for my research project and the approach I have adopted. The next chapter, Chapter 2, considers the extant literature and theoretical concepts surrounding my research area, and places my research within the existing body of knowledge.

Figure 1 Research structure



Source: developed for this research.

Chapter 2 Terms of Reference and Review of Relevant Literature

2.0 Introduction

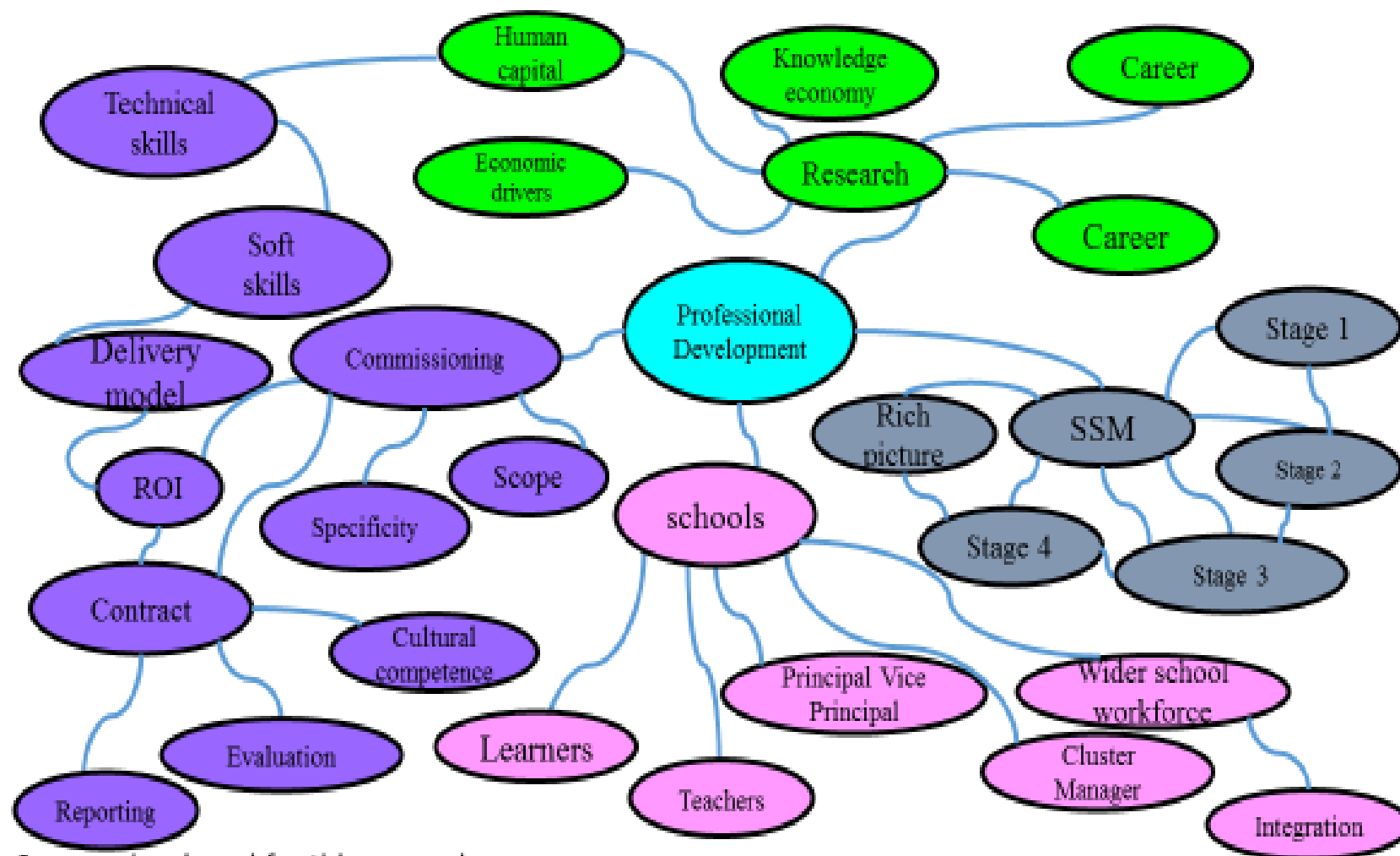
In Chapter 1, I set the scene of my research and introduced my project by considering the background, the problem investigated and the need for research. Additionally, to give background, I introduced my role as practitioner/research and considered ethics in my research. To frame the research I introduced research questions, their relevance and significance for the Abu Dhabi Education Council. To set parameters, I considered delimitations of the research, definitions used, how I was to present my research and conclusions. Finally, I gave an overview of the seven chapters that form this report and how each chapter played a part in my project. In this chapter, I discuss the research underpinning my project in my field of research interest, consider the methodology and the structure of my research project. I consider and reviewed the extant research connected and related to my research, presented in twelve sections. These are:

- 2.1 My approach
- 2.2 Economic drivers
- 2.3 Emiratisation
- 2.4 New School Model
- 2.5 Human capital
- 2.6 Wider school workforce
- 2.7 Approaches to school improvement
- 2.8 Professional development
- 2.9 Commissioning of professional development services
- 2.10 Return on investment
- 2.11 Soft Systems Methodology
- 2.12 Conclusion

2.1 My approach

I approached my research in an organised and methodical way using processes of reading, thinking and reflection (Bryman and Bell, 2007).

Figure 2 Mind map of considerations in the new PD model



Source: developed for this research.

I arranged my research, in a graphic mind map, to demonstrate the interconnected fields and subjects that represented my research, as shown in Figure 2.

In order to concentrate my research into distinct research areas, I clustered ideas and research fields together. Doing so allowed consideration of the width and depth of issues surrounding my research fields. Because of my extensive research and existing expertise, I felt I was better prepared with the knowledge I needed to undertake my project.

Being based in Abu Dhabi, the setting for this research is in an Islamic Arabic country following the heritage and culture of the country, which is the everyday setting for this research and is the norm. Further, Abu Dhabi Education Council is the home to over 200 nationalities (Razgova, 2015) and therefore multicultural research is very appropriate to this thesis. Where possible research that is culturally appropriate has been applied. However, western research has been applied unless specifically attributed as being research carried out in the Middle East. Using multi-cultural research poses challenges of the applicability of research carried out in a different culture as opposed to the culture of the research. Research from international researchers has been used with caution because the interpretation and implementation may not be directly applicable to a Middle Eastern setting. However, multicultural research has been used due to a dearth of research carried out in the Middle East region.

Research helped me to understand the economic landscape of the country and how education played a part in increasing human capital and skill development required for economic growth. In this case, considerations for increasing human capital centred on principals and vice principals undertaking professional development. Increasing the future human capital of the learner was also important for realising the economic ambitions of the country. Therefore, understanding approaches to school improvement driven by professional development was necessary to maximise learner achievement (Fullan, 1993; Mourshed, *et al.* 2010).

I needed to investigate and understand professional development solutions. My new knowledge could prevent more vendor contracts being

produced that might lead to poor vendor performance for the wider school workforce. I needed to understand the role of the wider school workforce first, to be able to provide the professional development needed to improve their performance. I also needed to increase my knowledge of the commissioning process because it was fundamental in preparing appropriate vendor contracts. By understanding the commissioning process, I hoped to be able to better understand return on investment and how it could be increased with better contracting of professional development services. I therefore researched and considered each of the fields forming the foundation of my project, as demonstrated in Table 1.

2.2 Economic drivers

I started my research by considering economic drivers, because drivers guide industrial efforts to increase economic growth and prosperity for a country. For background, the United Arab Emirates (UAE) is a country to the north and east of the Kingdom of Saudi Arabia and to the west of Oman. The UAE is made up of seven emirates which include the smaller emirates of Um Al Quaim, Ajman, Ras Al Khaimah and Fujairah, along with the more developed emirates of Sharjah, Dubai and Abu Dhabi. Prior to discovering oil in the 1950s the population had previously been Bedouin travellers with the economy revolving around fishing, agriculture and the pearl industry. As cities began to be constructed, an infrastructure of roads, hospitals and schools were required. Most of the construction work was craft or low level manual work, skills that the indigenous population did not possess (McPherson, 2000, 2011). Further, infrastructure construction work was considered by nationals as menial and unattractive (McPherson, 2000, 2011).

Table 1 Key influences, processes and activities				
Chapters	Key influences	Area being influenced	Key processes	Key activities
1 Introduction	Abu Dhabi Economic Vision 2008	Economy	Introducing and setting the scene of the project	Introducing the project
2 Terms of Reference	Psacharopoulos and Patrinos (2004)	Human capital	Finding out Real world comparisons	Putting the project into context of the research
	Ofsted (2010), Lindon (2011)	Wider school workforce		Document review
	Wenger (1998), Caena (2011)	Career pathways		
	Mourshed, Chijioke and Barber (2010) McKinsey Report	Approaches to school improvement		
	Croucher 2014, Schleicher 2015	School in the economy		
	Fullan (1993), Guskey (2003), Guitierrez and Rogoff (2003)	Professional development		
	Knowles (1980), Kolb (1984)	Personal learning Andragogy		
	Lowden (2005), Peery (2008) Philips (2003)	Contracting		
	Checkland and Poulter (2006), Checkland (2000, 2007) Checkland and Scholes (2008)	SSM		
3 Methodology	Bryman and Bell (2007), Cohen, Manion and Morrison (2007) Wengraf (2004)		Data gathering	Select methodology
			Conceptual modelling	Define data collection methods
			Real world comparisons	Data analysis

4 Project activity	Checkland and Poulter (2006), Checkland (2000, 2007), Checkland and Scholes (1990)	Applying SSM to my project	Applying SSM to my project Defining action for improvement Discussion and debate using SSM tools	PD
				PD models
				Selecting most suitable models
5 Data analysis		Applying data from PD to WSW Data from WSW	Data from PD and for WSW	Accommodation Data Implications for contracting
6 Recommendations			Recommendations for CPD	Recommendations and implications for further study
Source: developed for this research.				

My research started with the Abu Dhabi Economic Vision 2030 (2008), because it is the publication that outlines the determined direction of the economic growth of the country. Although the major economic driver in Abu Dhabi is oil and gas, there is a realisation that oil reserves will not last forever. Therefore, there has been an effort to diversify and create a knowledge economy. If the knowledge economy is to serve the future economic need, new skills to support economic growth will require more specific education (Al Fahim, 1998). Further, findings from a recent study by Andreas Schleicher shows a correlation between school attainment and economic prosperity. Schleicher argues that:

‘All people who have a solid foundation of knowledge and skills must therefore be the central aim of post-2015 education agenda.’
(Schleicher, 2015: 1)

Further education levels and the increase in a country’s gross domestic product are linked (Tucker, 2015). The quality of education in a country is a powerful predictor of the wealth that a country will produce in the long run (Schleicher, 2015: 1). Just a one point improvement on a country’s Programme for International Student Achievement (PISA) examination results can yield a country 27 trillion dollars (Tucker, 2015).

Further, there is a correlation between oil producing countries and educational gain.

‘Many high income non-OECD countries, would gain five times their present value in GDP. The wealth is hidden in the undeveloped skills of their population that is greater than the wealth from natural resources’ (Schleicher, 2015: 2).

For this reason Abu Dhabi Education Council is introducing the New School Model to ensure a supply of educated school graduates, the understanding being that higher school achievement leads to stronger economies (Tucker, 2015: 1). To support skills development in enhanced leadership performance required by principals and vice principals, extensive professional development provision was introduced into schools.

2.3 Emiratisation

Research in the Middle Eastern region shows that in some countries, because localisation is important, sanctions such as levies, refusal of visas and fines are applied (Forstenlechner and Rutledge, 2010). The UAE uses Emiratisation quotas for government organisations in Abu Dhabi, presently set at 50%, to go some way to ensuring the allocation of work to Emiratis. Employers often find it difficult to find skilled and committed Emiratis, to meet such high quotas (Forstenlechner and Routledge, 2000).

Emiratis are seen as not being skilled enough (Gargawi, 2008), not having a positive attitude or good time keeping skills, having little ability to meet deadlines (Forstenlechner and Routledge, 2010) and likely to take too much time off for family duties (McPherson, 2000, 2011). Gaining and retaining employment when there is an expectation of Western work values in an Arabic environment is difficult, especially in the private sector.

‘With no experience to offer, their situation (unemployed) can become very precarious and this would be exacerbated as they do not have a degree and do not speak English’ (Croucher, 2014).

As a result, unemployment exists in the UAE, running at 8% in 2012, with youth unemployment between 15 and 24 years averaging 12.1% (Croucher, 2014). In terms of world rankings for 15 to 24 year olds, UAE is much better off than most countries and ranks 98 with Saudi Arabia running at 28.3% unemployment ranking 31st in the world ranking, with Spain 5th at 53.2% unemployment, Greece 2nd at 55.3% unemployment and Bosnia and Herzegovina 1st at 62.8% unemployment (Croucher, 2014). In terms of world ranking UAE is doing relatively well. However, the UAE government works diligently to reduce current unemployment.

Additionally, nationals are seeking a higher quality of employment regardless of their experience and qualifications. For this reason, certain industries such as hospitality, retail or manual work are not considered attractive by Emiratis. Similarly, working in the private sector is not a suitable attractive alternative for Emiratis due to low compensation and unattractive benefits (Forstenlechner and Rutledge, 2010; McPherson, 2000, 2011). Emirati women will wait years for the opportunity to work in the public sector

(Forstenlechner and Routledge, 2010; McPherson, 2000). Furthermore, the evidence suggests Emirati women are looking to work in education; a safe, female only environment, acceptable to their family (McPherson, 2000, 2011). Therefore, the majority of Emirati staff in education in the public school system are female. Due to positive discrimination, most Emirati teachers expect an accelerated route to vice principal and principal positions.

2.4 New School Model

In 2005 Abu Dhabi Al-Ittihad Daily announced eleven major challenges in the nation's education system, identified by the Ministry of Education (Al-Ittihad Daily, 2005). 46 billion AED (13 billion US dollars) was to be spent rectifying school problems over the next 10 years. Reforms would include the modernisation of the curriculum, new salary scales and long term contracts. The decision to introduce school reform was based on extensive research in the UAE with the reform agenda adopted in 2006 and put into practice by the then minister H. E. Dr Hanif Hassan Ali.

The minister's eleven reasons for reform centred on:

1. Unsuitable curriculum. It was seen as fractional, repetitious, fragmented and redundant, disconnected from the community and from national need.
2. Ineffective teaching methods. Rote learning prevented the need to develop the research, analysis and communication skills required for higher learning.
3. Inappropriate assessment methods. Memory was being tested rather than skills and understanding. Therefore, ability is not being taken into account. Further Tests encouraged the proliferation of private tuition outside of school.
4. Little ICT. Few schools used modern teaching and learning technologies. Computers tended to be old, unused, or used only for non-teaching purposes.
5. Poor libraries and learning support. Libraries were poorly stocked, textbooks too rigid and unrelated to learning processes. Laboratories were badly maintained.

6. Short school days and a short year. Students in the UAE spent about half as long learning compared to students in the other countries.
7. Ineffective school attitude. Discipline was weak and truancy high, especially among male students. Healthy meals were not available. The learning environments were unattractive.
8. Poor Facilities. Many school buildings were aged, poorly designed, badly equipped and maintained few facilities for sport and cultural activities.
9. Low levels of professionalism. Teachers had low level skills, relying on traditional didactic teaching methods and did not use computers, libraries or other information resources. Teachers were not interested in professional development and showed little loyalty to their students or school. The system did not provide training, evaluation or incentives and discouraged creativity. Qualifications, pay and status were low.
10. Ineffective school system. The ministry was highly centralised, had no clear vision and suffered from job inflation. School principals needed intensive training and continuous follow-up support if they were to lead the reforms. The education departments in each geographic zone were, in general, dysfunctional.
11. Inadequate budgets. The budget was about one third of that in comparable international systems. The largest part of the budget went to salaries with little allocation for support, activities or development programmes (Al Ittihad Daily, www.alittihad.ae, 25 November 2005).

With the school system being described by the ministers as below par, the minister announced five specific strategies for an improved education system. These were:

1. Clarify educational policy to stress the development of understanding, character formation and community values to prepare students for an active role in a modern knowledge society. Mobilise social and political support for investment in education in order to achieve national prosperity and development.

2. Set internationally benchmarked performance expectations in all aspects and levels of education to reflect the nature and need of the UAE's community in a global context.
3. Launch a national ten year reconstruction plan to bring all school facilities, curricula, pedagogy and outcomes up to international standards.
4. Restructure educational management to have the ministry focus on improving performance levels. Replace education departments with Regional Support Centres. Further, merge small schools to raise their viability and quality, and boost leadership capacities in school communities.
5. Mobilise appropriate resources and support to achieve all of the above (Kachelhoffer and El Nemr, 2007).

The reform objectives stressed the requirements for use of ICT, a knowledge system displaying international characteristics and a strong, diverse economy. As a result, the government judged that action was required. In 2010 the New School Model was introduced to KG and Grade 1 and 2 classes in government schools falling under the Abu Dhabi Educational Council. Grade 4 was introduced in 2011 and Grade 5 was introduced in 2012, with further roll out annually in future years (ADEC, 2015).

The New School Model aimed to affect all aspects of education including curricula, assessments, teaching methods, environment, resources and physical education. Action was taken to improve and standardise the curriculum, pedagogy, resources and support across all schools. Moreover, a child-centred learning environment with support from teachers, families and the community was aimed for. The New School Model is grounded in the whole-child philosophy, where the socio-emotional, cognitive, language and physical learning domains are primary (Al Khalili, 2010). Crucially, the New School Model develops the child's appreciation of the UAE's national identity, heritage and positive community relationships. For the New School Model's implementation to be successful, change in the school environment needed to be considered multi-dimensionally (Fullan, 2001). Three aspects of change, in western based research, according to Fullan (2011), , are critical for attainment of educational goals. These are:

- 1.The adjustment of beliefs e.g. pedagogy and theory behind novel policies.
- 2.Use of new teaching approaches
- 3.Use of new or revised materials, e.g. new curricula and technologies (Fullan, 2001).

Currently, the New School Model aims to rapidly improve educational provision in order to develop the capability of school leaders and teachers (Al Qubaisi, 2014; Khalili, 2010). The aim is to create a model of international best practice in teaching and school leadership. If school leadership is the key to school improvement (Fullan, 2001; Kachelhoffer and El Nemr, 2007) then for principals to meet reform goals, they need to lead schools within a complex structure that requires specific competencies.

2.5 Human Capital

Professional development increases specific competencies reflected in human capital and is the key to producing a skilled global economy. Strong education systems are drivers of economic growth (Kim, 2014). Consequently human capital western based research is seen as a major component for a sustainable economy (Kim, 2014; Fitzsimons, 1999; McGowan and Andrews, 2015; Psacharopoulos and Patrinos, 2004). In considering human capital, the UAE considered Adam Smith's work, latterly known as Human Capital Theory. Human Capital Theory maintains that investing in oneself, particularly in education, increases the individual's worth. As a result, human capital relies on self-interest to operate within free competitive markets. In Western countries, education is typically funded through public debt in the form of loans. However, in the UAE, public education is funded by the government and drives the type of education offered to nationals. OECD argues that the overall economic performance of OECD countries is increasingly more directly based upon knowledge stock and learning capabilities (McGowan and Andrews, 2015; OECD, 2010). By providing professional development to teachers, vice principals and principals, Abu Dhabi Education Council was increasing its human capital, to in turn, increase the human capital of the learners, the future adult working population of the United Arab Emirates.

2.6 Wider school workforce

The wider school workforce is defined as educational support staff, administrative and clerical staff that run the school (Audit Commission, 2011). According to Ofsted, the UK Office for Standards in Education, the wider school workforce makes a difference when it comes to the effectiveness of a school's administration (Ofsted, 2010: 5). 'School support staff a critical part of the schools workforce' (Comrie, 2013). For this reason, Abu Dhabi Education Council are introducing a wider school workforce into schools. Despite some concerns, the wider school workforce profession is increasing dramatically and is becoming a rising and growing profession. In the United Kingdom, a 62% increase in the number of wider school workforce personnel has been witnessed (Ofsted, 2010; Ross, 2015). Administrative and clerical staff numbers have risen by 40% (Lindon, 2011; Ross, 2015). As a result, members of the wider school workforce now make up between 33% and 50% of the total school staff, while the number of teaching staff being recruited has fallen (Ofsted, 2010). An increased number of teaching staff are also leaving the profession (The Guardian, 2015)

Introducing the wider school workforce generally is an attempt to increase the effectiveness of schools' management. In this case, Abu Dhabi Education Council also introduced the wider school workforce into schools as an Emiritisation initiative. However, in some countries, introducing wider school workforce has been considered a cost cutting measure, making acceptance of the wider school workforce difficult (Burton and Brundrett, 2005; Howes, James and Richie, 2003; Lindon, 2011). In these situations, other teaching professionals become wary of the wider school workforce because of the threat to their jobs (Howes, *et al.* 2003). Further, demarcation lines between support staff and teaching professionals have become blurred (Beeson, Kerry and Kerry, 2003; Farrell, Balshaw and Polat, 2000; Mistry, Burton and Brundrett, 2005). Boundaries between teachers and assistant teachers' roles are being questioned, particularly as to whether wider school workforce members substitute or augment the teacher's work (Ofsted, 2010: 5). To avoid drift in work duties and a lack of acceptance by other staff, the

principals' management of the wider school workforce is important for successful integration.

The Emiratis who have been targeted for wider school workforce positions by Abu Dhabi Education Council probably did not have the work specific skills or work experience for their positions. To facilitate skills development, professional development was needed, supported by career pathways.

'And qualifications are necessary for skilled jobs in today's high-growth industries and occupations' (College to Career Pathways, 2015).

Wenger (1998) argues that throughout a person's career, knowledge, experience and professional development enrich performance. For the wider school workforce, they would require knowledge of their job role, professional development for increased skills, and time to gain experience for competent performance. Caena (2011) suggests there are five phases of a career's lifespan: launching, stabilisation and consolidation, new challenges, professional pinnacle, and final phase. Because Emiratis becoming part of the wider school workforce were going to be launching their career, they needed professional development appropriate for the beginning of their career (Caena, 2011; Kleinhenz and Ingvarson, 2007). At the beginning of employment, induction training and skills development would therefore be important.

Despite the recommendation that wider school workforce should be introduced into schools, research does not indicate improved performance in all cases (Howes, *et al.* 2003). Unintended negative effects have been reported due to close relationships being developed by paid adult support staff, assigned to individual learners. Long-term close personal assistance has been found to create dependence, by pupils, on teacher assistants (Howes, *et al.* 2003).

'There is concern over the extent to which learning via a structured intervention is related to the pupils' broader experiences of the curriculum. Given that supported pupils are usually those who find accessing learning difficult in the first place, this presents a huge additional challenge. The integration of the specific intervention with the mainstream curriculum is therefore vital.' (Sharples, Webster and Blatchford, 2015)

Despite the drawbacks, it has been found that the presence of a wider school workforce is more of an advantage than a disadvantage in the school environment (Ofsted, 2010). Judging it to be an advantage, Abu Dhabi Education Council are introducing new categories of staff to the New School Model indicted in a dark blue square with red outline, (as shown in Figure 3). They are:

- **School Business Coordinator** - administration of the principal's office

Role: To provide finance and accounting, HR and procurement services for the school in coordination with Abu Dhabi Education Council support services. To be responsible for the provision of robust support services within the school, to enable smooth and seamless business operations.

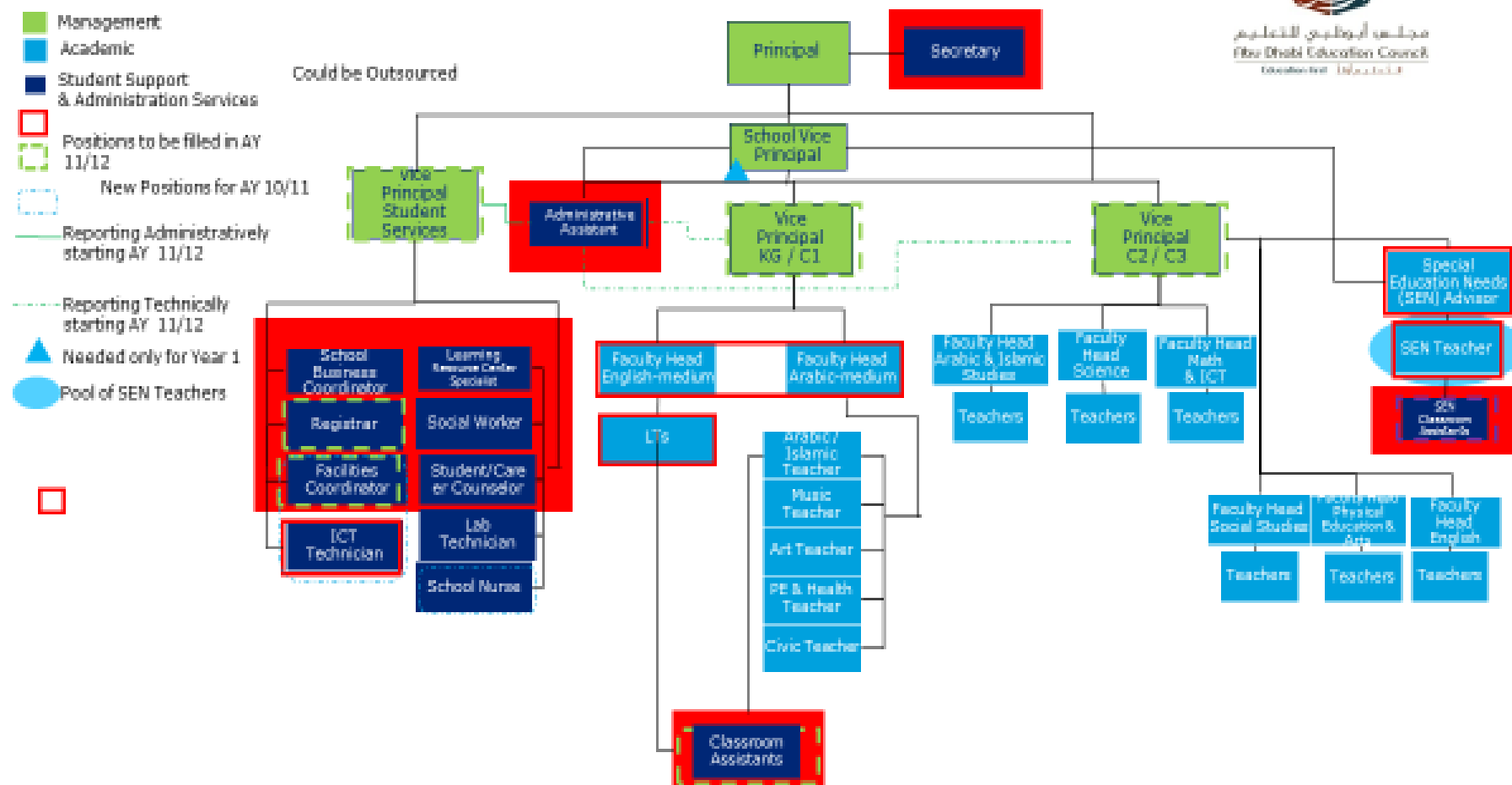
- **Registrar** – Registrar or Bursar of the school

Role: To provide, plan, organise and handle all records and registration activities and procedures for the benefit of parents and students. To serve as the official authorised keeper of the school's student records within approved guidelines. To ensure that all student records are current/accurate and protected, and that student or data or information can be retrieved, by authorised parties, at appropriate times.

Figure 3 New School Model – Training Requirement



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
مجلس التعليم



- **Classroom Assistant** – assistant to the teacher

Role: The Classroom Assistant will support implementation of the appropriate curriculum within their appointed school and perform all related in and out of classroom duties.

- **Special Education Needs (SEN) Classroom Assistant** – special needs assistance to the teacher of challenged children

Role: The SEN Classroom Assistant will support the teacher in delivering appropriate curriculum to students with special needs within their appointed school and perform all related duties taking into consideration students' individual differences and needs.

- **Social Worker in Education** – working with behavioural and social issues

Role: To support the academic and social welfare of students through initiating, developing and maintaining positive relationships with students and families in order to enhance the school's academic mission. To develop a healthy, safe and productive environment in which students can achieve their potential. To actively counsel students in their area of need to support their personal development or help them in dealing with complex and sensitive issues.

- **Student Career Counsellor** – counsellor of student issues

Role: To serve as the go to person for all career related matters and maintain a comprehensive bank of knowledge around career options, accessibility, soft and technical competency requirements and starting salaries etc. To counsel students on a one-to-one and group basis in the area of professional and career development.

- **Learning Resources Coordinator** – library and resources provision

Role: To provide a high quality learning resource service for the whole school community to support the delivery of teaching and learning. To ensure teaching and learning objectives are met and encourage use of learning centres by students, teachers and staff. They also manage the acquisition, organisation, dissemination and exploitation of resources and information materials such as books, CDs and photocopier so as to support the learning and development of students, and the implementation of curricula/teaching methods by teaching staff.

- **Facilities Coordinator** – coordinated use of classrooms and equipment

Role: To manage the maintenance, catering, cleaning, safety and security of the school site to enhance the learning environment for students, staff and the school community. To ensure that school facilities are safe, reliable and in a condition that supports a positive learning environment.

- **Secretary** – supporting the principal

Role: To support the principal by performing a comprehensive range of administrative and assistance services. To complete administrative duties on behalf of the principal to ensure he/she is able to concentrate on their core duties. To ensure the best provision of administrative/secretarial support possible.

- **Administrative Assistant** – supporting the vice principal

Role: To support the vice principals and student services staff (school business management, registration, facilities management etc.) by performing a comprehensive range of administrative services and assistance. To complete administrative duties on behalf of the vice principals and student services staff to ensure they are able to concentrate on the core duties of their role. To ensure the best provision of administrative/secretarial support possible.

In relation to my role of providing appropriate professional development for the above stated positions, any inappropriate provision would be a costly and expensive error of judgement on my part. I therefore needed to be confident in the commissioning process.

‘Commissioning is all about the most effective and efficient way of using all the available resources to get the best possible outcomes for continuing professional development’ (Service Children’s Education, 2012).

Commissioning and contracting processes for improved performance of the wider school workforce needed to be well considered, to avoid further poor vendor provision.

2.7 Approaches to school improvement

There are many approaches to school improvement, mainly associated with notions of effectiveness and efficiency (Ofsted, 2010).

‘A growing body of evidence points to different factors that contribute to education improvement: investing in teaching and teachers; setting high standards for all students and using data to follow student progress; recognising the key role of leadership; supporting disadvantaged students and schools and; ensuring sound policy-making with consistent accountability mechanisms’ (OECD, 2015).

The approach supported in this research was the McKinsey Intervention Matrix, written in Dubai was considered by Abu Dhabi Education Council to be a suitable approach. The McKinsey Intervention Matrix was first published in a McKinsey Report written by Mourshed, Chijioke and Barber (2010) entitled ‘How the world’s most improved school systems keep getting better’.

The McKinsey Report was the result of 200 interviews, leading to 575 successful interventions for the improvement of reading, maths and science in 20 school systems around the world. The McKinsey interviews considered why some school systems succeeded where others failed. They made claims that school systems could be improved to a level of excellence within a six year period (Mourshed, *et al.* 2010; Ohanian, 2010).

‘An improvement in the school system, often includes making a shift in mind-set, a re-evaluation of values and beliefs, and a change from how business has been done in the past’ (Otten, 2015).

Because the McKinsey Intervention Matrix was hailed as a valuable report, many school systems around the world, including the Abu Dhabi Education Council, came to be guided by the matrix. Although I did not have a role in the selection of the matrix, I worked with it. Two interventions based on the matrix were directly applicable to my work and my research. The first intervention recommended that staff receive professional development for improved performance and the second introduced the wider school workforce into schools. My role was to combine the two and commission professional development services for the wider school workforce.

To be effective in commissioning professional development for the wider school workforce, I needed to look at its provision for teachers, vice principals and principals, to determine why vendor performance was poor. In an effort to improve school performance, Abu Dhabi Education Council introduced many matrix interventions. Because different departments often introduced interventions simultaneously, the principals were overwhelmed by the number of different initiatives. This overload caused stress for some staff, as expressed by some during the unstructured interviews. However, there was little I could do as an individual to affect the situation as the interventions had already been operationalised.

Although Abu Dhabi Education Council was guided by the matrix, there has been criticism of the McKinsey Intervention Matrix. From the point of view of my project, the McKinsey Intervention Matrix did not recognise economic drivers that support a country's economic growth (Barton, 2009). The implication is that the pedagogical direction of a school system was not considered important for skill development and economic growth. If not addressed, this would lead the next generation to unemployment or the need for expensive retraining.

There was criticism of central concepts of the matrix as implausible, being drawn from very little information (Coffield and Edward, 2009). The examples given in the McKinsey Report indicated only a few examples of success. One main concern over the matrix was that findings over thirty five years old were used to extrapolate solutions for the present (Coffield and Edward, 2009). The age of the evidence reduced the relevance of the information in today's education systems, particularly with the introduction of technology. Further, it would be difficult to separate a school's own growth and improvement from the effect of the McKinsey Intervention Matrix. For example, some aspects of schooling may be more developed than others at the start of the journey making extrapolation of the effect of the intervention difficult. Further, although the matrix promotes staff improvement, it cannot take into account such intangibles as staff capability, motivation, determination or compensation. Moreover, outside factors could affect the climate of the school environment and thus mask

the matrix's effect. Additionally, it may not necessarily be the intervention itself, but the skill of the educators implementing the intervention, that makes it successful (James and Biesta, 2007).

Another issue with the McKinsey Intervention Matrix was that it seemed to lack consideration for the role of culture (Coffield and Edward, 2009). Although the matrix was derived from many cultures, none were from the Arabic world and so its impact was not considered for the UAE. Because each culture is unique, creating a 'one fits all' matrix does not allow for local cultural considerations (Ohanian, 2011). Further, the McKinsey Intervention Matrix tends to be presented as a 'one dimensional' linear approach to improving school performance. However, by far the biggest criticism of the matrix is the language used to make qualitative judgements (Coffield and Edward, 2009). For example, categories of school phases, such as poor, good, great and excellent, are value judgement measurements and are open to interpretation (Coffield and Edward, 2009). Based on individual perceptions, what I view as good, my colleagues may view as excellent. Judging the success of a school system is not guided by the matrix nor is it guided by standards. By McKinsey's own admission, no school from the McKinsey study had reached excellent performance within the six year declared period, thus challenging McKinsey's central arguments (Mourshed, *et al.* 2010). Further, McKinsey also confirmed that, despite the world's governments having spending over two trillion dollars on school reform, many school systems have barely improved in decades and very few have succeeded in improving their system (Mourshed, *et al.* 2010). Although the McKinsey Intervention Matrix had many positive elements, it also had negative elements. It can be deduced that the McKinsey Intervention Matrix provided no guarantee of success but yet was still adopted by many school systems. Therefore, it could be said that many school systems are looking for a tried and tested formula for improvement in their school system.

2.8 Professional development

The second matrix intervention that affected my work was the intervention of professional development. Professional development in this project can

be considered from two angles: development aimed at the teaching profession and my own professional development. I first address professional development for the teaching profession referring mainly to western based research.

Professional development has been defined as 'the full range of activities, formal and informal, that engage teachers or administrators in new learning about their professional practice' (Guskey, 2003: 112). Further 'high-quality professional development is defined by modernity and customisation and include among others: computer coding, cloud-based word processing, gamification, Google for education, non-fiction digital media and teacherpreneurs' (Mattero, 2015).

At the system level, professional development, is necessary to drive change in schools (Fullan, 1993). Teaching professionals are valuable to a school system and a good teaching professional is an asset. Further, there is an increased emphasis on teaching professionals' performance being necessary for implementation of systematic change in education (Guskey, 2000). It is for change that most school systems introduce professional development aiming to bring about change in practice required for school improvement.

At the classroom level, research has proven a high correlation between teaching professionals' implementation of new knowledge and skills in the classroom, and positive learner outcomes (Sparks and Hirsh, 2002). Because achieving student understanding requires immensely skilful teaching (Darling-Hammond, 1998: 8), introducing professional development for achieving world class learner performance, is therefore recommended. Moreover, there is a recognition that teaching professionals need support to educate students to a high standard through well designed professional development (Lowden, 2003). Therefore, well designed and planned professional development is necessary for leading change and educational improvement.

Conversely, professional development programmes have been identified in research as being a barrier to the success of educational reforms (Gallagher, 2011: 69) mainly because international solutions employ

vendors with little cultural competence. Cultural competence components include:

- Understanding the individual development of students.
- Teaching effectively through the integration of content and pedagogy.
- Adapting instruction to diverse learning styles.
- Promoting a learning centred approach.
- Promoting conceptual understanding.
- Using a constructivist teaching and learning approach.
- Assessing learners' comprehensive growth and outcomes.
- Conveying the nature of knowledge and knowing to the learners.
- Communicating knowledge.
- Engaging in professional development (Macpherson, Kachelhoffer and El Nemr, 2007).

International vendors, comprising mainly Western expatriate trainers, as in this case, deliver professional development in English, sometimes with simultaneous translation into Arabic, by staff of the vendor company.

Professional development that is not well planned and does not target actual work practice is of little value. Successful school leadership competencies must be targeted in professional development. Oplatka (2009) suggested principal competencies centre around:

- self-awareness
- systems thinking
- creative problem solving
- knowledge of assessment
- financial awareness
- the ability to lead professional development.

Styron and LeMire (2009) concentrated on:

- the ability to change convention
- the ability to motivate and manage personnel.

Hess and Kelly (2007) considered the school environment, suggesting the importance of:

- technical knowledge
- leadership skills
- promotion of positive norms and values
- managing classroom instruction
- promoting a positive school culture.

Motivation to learn is a factor that particularly affects the success of professional development. Attendees high in achievement motivation were more motivated to learn, whereas those who felt 'anxiety' were more likely to have reduced motivation. However, it was the learners with a 'high locus of control' who had the most positive attitude to learning, because they believed professional development would be of benefit to them (Colquitt, LePine and Noe, 2000). Therefore, those with higher motivation to learn would benefit most from professional development. Additionally, research has shown positive relationships between self-efficacy, motivation to learn and learning (Gist and Mitchel, 1992). Self-efficacy has been defined as an individual's belief in their course of action to produce gains and has been positively related to job performance. However, too much self-efficacy leads to overconfidence, which clouds the individual's judgement due to assumptions being made (Shipman and Mumford, 2011).

At principal level, there is a belief by some that professional development should focus not on what to do, but what not to do. Some principals see themselves as 'creatures of habit', doing the same familiar things that do not create anxiety and are comfortable (Brauer, 2012). However, if principals do not lead change in practice or lead by example, schools will not change. Therefore, professional development would be more

productive if it tried to change bad habits, which are sometimes the cause of problems for principals. Principals who were more task oriented than people orientated were criticised most (Bulach, Pickett and Boothe, 1998). Criticism mainly occurred when staff thought that the principal did not care about them, resulting in trust issues. It was interpersonal communication skills that built relationships and trust (Bulach, *et al.* 1998). Therefore, professional development that includes work on interpersonal skills would build staff trust and have a positive impact on staff.

Additionally, some have argued that professional development fails because of a lack of focused planning (Guskey, 2000). Meeting the vision of the school system and the school's own vision is of prime importance in attaining goals. Moreover, setting clear goals and planning professional development that aligns to the vision and needs of the school is essential (Lowdon, 2005). Professional development fails because of a lack of skills directly applicable by teaching professionals in their daily lives (Guskey, 2000). Further, embedding professional development in daily life has proven to be successful (Desimone, 2009). Some of the most powerful learning experiences occur in the teacher's own classroom (Little, 1993). Therefore, there is an argument that professional development ought to be less at a system wide level and more at the level of the individual classroom, with coaching and mentoring support.

Principals benefit enormously with coaching and mentoring. Successful mentoring programmes include:

- organisational support
- screening, selection, pairing and matching mentors with protégés
- learning-centred focus
- time given to build mutually beneficial relationships
- guided direction toward defined goals
- adequate findings (Brown, 2003).

However, coaching and mentoring that lacks findings, time allocation or specificity does not bring positive results. Additionally, too much emphasis on theory and not enough on practical implementation creates a failing situation (Brown, 2002).

In this case, Abu Dhabi Educational Council considered principal leadership development by focusing on business development principles including:

- New School Model
- strategic planning and implementation
- financial management
- people management and communication
- time management.

Training needs analysis

To establish need, good professional development addresses the need at individual, school and system wide levels (Brown, 2007; Desimone, 2009). Need is usually addressed through a deficiency model of training needs analysis by identifying the gap in performance that needs development. One of the earliest writers on training needs analysis was Boydell, who defined training needs as:

‘The word “need” implies that something is lacking, there is a shortfall somewhere. The word “training” further implies that this lack can be supplied by systematic training. It can thus be said that a training need exists when the application of systematic training serves to overcome a particular weakness’ (Boydell, 1976).

One of the main models of training needs analysis, and the model on which other training needs analysis has been built, is the three-level model developed by McGehee and Thayer, called ‘Organisation-Task-Person’ (Ghufli, 2009). The Organisation-Task-Person model considers where and when training is needed in the organisation, the tasks required and the knowledge, skills and abilities needed to perform these tasks. Person Analysis indicates who should be trained and what training is

needed. In this case, training needs analysis had been identified by Abu Dhabi Education Council as an organisation wide need for principals, vice principals and teachers in order for them to reach standard and task requirements. Where McGehee and Thayer adopted a hierarchical approach, Brown's (2002) approach was more practical, arguing that there are four aspects of training analysis to be conducted before training programmes are developed. These are:

- identifying specific problem areas in the organisation
- obtaining management support
- developing data for evaluation
- determining the cost benefit of training (Brown, 2002).

Champion (2003) suggests that the evaluation needs to be designed around what attendees are actually learning, and not just their impressions, reactions and opinions, in order to determine the impact on learner achievement. However, it is expected that evaluation of professional development aims to improve the quality of programmes determining the overall effectiveness. Evaluation of professional development is essential to determine the influence on the teacher and the impact on the learner.

In this case, management supported the professional development approach but I am unclear if sufficient data for evaluating professional development was ever gathered. However, the cost of professional development was judged to be worthwhile against the expected benefit gained.

Guskey developed a model of evaluating professional development, arguing that six criteria from simple to complex could be used for evaluation. These are:

- participant satisfaction
- participant learning
- the organisation's support and change

- change in teacher knowledge, skills, and instructional pedagogy
- teacher perception of student learning
- change in attitude and belief of teachers (Guskey, 2000, 2002).

Guskey judged that changes in teacher practice were more positive when the results of that change in practice were effective and evidenced in enhancing learner outcomes.

2.8.1 Guskey Teacher Change Model.

One important model, the Guskey Teacher Change Model, developed by Thomas Guskey in 1985, suggests that a four phase change model for the teaching profession is required. The four phases are:

- provision of professional development
- change in classroom practice
- change in student learning
- change in attitude and belief of the teacher (Guskey, 2002: 2).

The model of Teacher Change assumes that teachers need to change their education narrative (beliefs and attitudes) before they can change educational practices (Guskey, 2002). The espoused theory of their belief needs to become their theory in use by shaping their professional practice (Savaya and Gardner, 2012). The belief that change will be beneficial is an important factor. However, Guskey's model reverses this approach, stating that once student achievement is evident, the belief and attitude to change is reinforced and becomes stronger.

‘The crucial point is that it is not the professional development *per se*, but the experience of successful implementation that changes teacher attitudes and beliefs. They believe it (the new strategy) works because they have seen it work and that experience shapes their attitude and beliefs’ (Guskey, 1997: 383).

Guskey argues that the success of professional development hinges on two factors: motivation and successfully achieving an increase in student performance improvement. Guskey and Sparks (1996), admitted that the original Guskey Teacher Change Model could be improved and refined, and therefore developed it so that three new categories of relationships were added. These are:

- content characteristics, (the what)
- context characteristics, (the who, where and why)
- process variables, (the how).

What: Guskey and Sparks's, content characteristics, considered the 'what' of professional development, in this case, the content and materials delivered. Content gave information indicating changes in practice that were needed for best practice to occur. In this case, it was important that principals and vice principals understood new concepts, and applied the concepts in practice, to result in better student outcomes.

Who: Additionally, Guskey and Sparks characteristics of context considered the environment of learning. In this case, it was the context of change in practice by the teacher, vice principal and principal, in the school environment. Guskey and Sparks suggested it was important to determine 'who' needed professional development. By targeting those who needed specific performance improvement, providing professional development, would bring better results. Skill scans, appraisal, or, in this case, training needs analysis, needed to analyse who needed what. Providing professional development to those who did not require it was expensive and served little benefit for competent performance improvement.

Why: The 'why' or rationale for professional development, needed to be communicated to staff for greater understanding and commitment to change. In this case, staff required professional development in relation to change for the New School Model and the new school curriculum.

Where: Another important aspect was 'where' professional development took place, and whether it was on-the-job, or off-the-job (Gutierrez and Rogoff, 2003). On-the-job professional development held in the work place, Gutierrez and Rogoff argue, utilises realistic experiential learning and so engages and motivates employees. Further, on-the-job has little loss of production time and is therefore less expensive (Gutierrez and Rogoff, 2003; Low, 2010). Moreover, professional development that was school based integrated changes into the daily work of teachers, which was important for effecting change (Wayne, Yoon, Zhu, Cronen and

Garet, 2008: 470). For more clarity on best practice, the Abu Dhabi Education Council used other countries' practices as benchmarks.

How: The Singaporean Ministry of Education funded professional development on-the-job. On-the-job may have higher instances of interruption, but the benefits far outweighed the potential disruption. The Singaporean Ministry of Education recognised that in order to achieve reform, its own processes of staff development had to change. Change has been promoted, moving from the traditional staff appraisal approach to valuing competencies (Low, 2010). Further, development promoted Singaporeans as effective 'thinkers' and lifelong learners through changing habits of mind and desired behaviour (Day and Sachs, 2004). Encouraging development through increasing the ability to learn collaboratively was also suggested for increasing individual and organisational capacity. The aim was to produce schools that were collectively aspiring and continually learning together (Day and Sachs, 2004). However, due to a hierarchical command system, on-the-job professional development in Singapore could be a challenge due to unequal power relations between staff and principals. Bureaucratic practice and authoritarian principal leadership styles were encouraged, with unequal relationships leading to less collegiality (Day and Sachs, 2004; Low, 2010).

Conversely, off-the-job professional development is conducted away from the workplace (Gutierrez and Rogoff, 2003) it requires teachers to be out of the classroom on regular school days and is disruptive to learning (Wayne, *et al.* 2008: 470). Because off-the-job professional development is more planned, systematic, useful and can cater for large groups, it makes it more cost effective (Caena, 2011; Kleinhenz and Ingvarson, 2007). Further, the Singaporean Ministry of Education uses off-the-job professional development and send staff abroad on fully funded trips to conferences, seminars and universities to enhance teaching professional experiences. However, the disadvantage of off-the-job professional development is that it tends to be more knowledge based, uses simulated practice that creates artificial environments. Further, it requires the individual participant to transfer the knowledge gained into practice

(Xanthopoulou, *et al.* 2007). So where a teaching professional may say they 'know' something, the question would be if they know how to 'apply' it in practice. Also time is needed to implement new practices, collaborate and discuss new ideas with others (Wenger, *et al.* 2002). Further, professional development was better received when provided with supporting research literature and feedback was more effective when given immediately after new practice had been applied, effectively to classroom practice (Ashworth, 2004).

2.8.2 Adult theory of Learning – Andragogy.

Because principals are adult learners, andragogy strategies apply. Andragogy was first introduced by Alexander Knapp in 1833 and was developed into a theory by Eugen Roenstock-Huessy, then eventually popularised by Malcolm Knowles all western researchers. Andragogy has been defined as 'the art and science of helping adults learn' (Knowles, 1980). Knowles (1980) argued that four principles were central to an adult learner's approach to learning. The four approaches required were:

- self-planning and evaluation
- experience leads to learning
- adults learn most when interested in the subject
- adult learning is problem-centred rather than content oriented (Knowles, 1980).

Andragogy relies on adults being self-directed in their approach to learning and invariably taking control of their own learning. Self-directed investigation or problem-solving is preferred to content based learning. Because adults are mature, they like to plan their own learning to fit their lifestyle, whether at work, informally or formally. Adults also prefer to reflect on and evaluate their performance rather than seeking feedback from others (Knowles, 1980). Further, adults use experiential learning in a variety of different situations because they acquire life experience as they become life-long learners. Additionally, adults analyse and learn from their mistakes. This, in turn, increases learning. The use of distance learning is seen as key to andragogical learning. 'With the growth of distance

learning programs, the online format has led to a growing interest in learning among adult learners in continuing their pursuit of educational goals' (O'Lawrence, 2007: 1).

Importantly, when learning is in an area of interest to them, adults tend to be more motivated to learn. Knowles (1980) maintained that adults learn particularly well when the learning is closely related to the development tasks of his or her social role (Knowles, 1980; Hussain, 2013).

Knowles based his theory on five assumptions of andragogy, which are:

- Adults have independent self-concept and can direct their own learning
- Adults have a reservoir of life experiences that are a rich resource for learning
- Adults have learning needs closely related to their social roles
- Adults are problem-centred and interested in the immediate application of knowledge
- Adults are motivated to learn by internal rather than external factors (Knowles, 1980; Merriam, 2001: 5).

However, there has been debate about the validity of Adult Learning Theory, suggesting that it is only principles of good practice (Merriam, 2001). Further, some see the theory as outmoded in the light of recent developments in new teaching methods, learning resources, and digital media (Merriam, 2001). As a result, andragogy has been questioned in its applicability in today's technological society. However, in my judgement, with the introduction of social media and apps, adults are far more self-directed in technological use.

On the other hand, Jarvis's Learning Process suggests that learning takes place within the person, whilst they experience the world. Jarvis's Learning Process proposes that for the most effective change, new experiences need to be experimented with, evaluated, reflected on and reasoned through for learning to take place. Jarvis states that 'real

learning begins when a response is called for in relation to an experience' (Jarvis, 1987: 16).

Failure, although negative, offers an opportunity for learning. However, the learner must be motivated to reflect and learn from that experience. However, not all learning experiences are positive in their impact; some are negative. For example, failure at school may lead to an adult avoiding further educational experiences due to the reinforced association of school and failure.

Importantly, in this case, professional development was introduced for change and improvement in teaching professionals' performance. It would be expected that principals, vice principals and teachers, would be ready and motivated to learn, being intrinsically driven. Self-directed or self-selected professional development is far more motivating for adults than undergoing formal, mandatory professional development (Karge, *et al.* 2011; Lindon, 2011).

In this case, learning takes place formally in professional development sessions and informally in the school environment with experiences increasing knowledge for the teaching profession. However, it only increases practical ability if the new learning is applied to practice (Knapp, 2003; Lindon, 2011). Further, there is a danger with all professional development that the provision received does not translate into improved performance (Fullan, 1993). In this case, the danger would be that principals and vice principals would not change their practice, despite attending professional development sessions.

2.8.3 Voluntary or mandatory professional development.

Guskey and Sparks' (1996) process characteristics considered 'how' professional development is planned and scheduled and whether it was mandatory or optional. Whether on-the-job or off-the-job, research suggests that staff development is more successful with teaching professionals when it is voluntary rather than mandatory (Torff and Sessions, 2008).

To find the best approach, I needed to make comparisons. I set about researching other countries' professional development, looking mainly at

the hours and whether participation was mandatory or voluntary. In Singapore, teachers are encouraged to participate annually in 100 voluntary hours of professional development, by far the biggest requirement of all countries. Teachers in Hong Kong, on the other hand, voluntarily undertake over a three year period, 150 professional development hours (Ofsted, 2010). New York State Education Department mandates that newly certified teachers undertake 175 hours of professional development every five years (Torff and Sessions, 2008: 125). Poland has voluntary professional development, whereas Australia, Finland and Michigan have mandatory professional development, as does the Abu Dhabi Education Council (Caena, 2011). Provision is mandatory in Abu Dhabi because teachers come from different countries with different teaching backgrounds and different teaching styles. Consequently, a wide variation in teaching performance is evident. In this case, to ensure a balance in performance, professional development is mandatory to standardise teaching performance across the teaching profession.

In the United Kingdom, Her Majesty's Inspectorate (HMI) Inspectors, conducted a survey of 29 schools in 2005 and 2006 that were identified as having good continuing professional development provision. In addition, findings about professional development from an Ofsted inspection of 130 schools was included in the HMI report and considered five areas of:

- identifying school and staff needs
- providing varied and relevant activities
- involving support staff alongside teachers
- monitoring progress
- evaluating the impact of professional development (Ofsted, 2006).

The outcome of the report highlighted the potential of professional development and identified that training need was not completed rigorously enough. However, findings outlined four significant points:

- Planning for professional development was weak.
- Few schools evaluated the impact of professional development on teaching and learning success.

- Schools failed to identify, at the planning stage, the intended outcomes and suitable evaluation methods.
- Principals did not know how to assess the value of their professional development policy (Ofsted, 2006).

Another approach to learning that considered both knowledge and behaviour acquisition was qualifications. Fifty percent of all Bulgarian teachers undertake qualifications and have a high number of professional development days (Caena, 2011). In Scotland, higher degrees or the award of Chartered Professional Status is achieved by credit accumulation (GTCS, 2002). The advantage of using qualifications is that it sets a standard for teaching professionals that has to be met to achieve a qualification. Therefore, an outcome-based qualification drives learning and behaviour change, both of which are important for improvement. Further, it gives credit for learning that is valuable to a teaching professional. Because of these advantages, more and more countries are linking qualification attainment to the licensing of teaching professionals. However, undertaking qualifications can be costly. This is partly offset because the qualification belongs to the individual. It increases their human capital offering them an opportunity to increase personal earning power.

2.8.4 Personal learning.

The second type of professional development is my own learning. I considered two theories, Kolb's Experiential Learning Cycle (1984) and Knowles' Theory of Adult Learning - Andragogy. Because Kolb's Experiential Learning Cycle considered my learning as a process, 'the knowledge gained was created through the transformation of my experiences into practice' (Kolb, 1984: 38). Kolb's theory is in four phases: concrete experience, reflective observation, abstract conceptualisation and active experimentation (see Table 2).

Table 2 Kolb's dimensions		
Dimensions	Doing (active experimentation - AE)	Watching (Reflective observation – RO)
Feeling (concrete experience – CE)	Accommodating (CE/AE)	Diverging (CE/RO)
Thinking (abstract conceptualisation – AC)	Converging (AC/AE)	Assimilating (AC/RO)
Source: (Kolb, 1984).		

According to Kolb, as I work and research, I gain new experiences (concrete experience), that I reflect on (reflective observation). As I reflect, I consider how it relates to my previous learning so that I can relate and compare it to new abstract learning (abstract conceptualisation). The rationale behind this is that when applied to my work and research, additional perception and expansion of knowledge results (active experimentation) that I can then apply to my practice. Therefore, Kolb is suggesting that as experiences increase work repertoire expands. Kolb also considers four continuums of feeling and doing (accommodating) or feeling and watching (diverging) where learners are emotional about their approach to learning, in other words they have a feeling that it is right (Kolb, 1984). Alternatively, they might approach it through thinking and doing (converging) or thinking and watching (assimilating) where learners need explanations about their learning (Kolb, 1984). In my case, Kolb suggests that the more experiences I reflect on the more I am learning. Further, in my case, I judge myself as having a blended approach of both experience and learning because I am passionate about my work but tend to overthink some situations.

There has been criticism of Kolb's Experiential Learning Theory. Kolb himself points out limitations based on the way learners rate themselves, giving only related strengths and weaknesses about that learner that might not apply to other learners. Further, Kolb's theory does not recognise the process of reflection (Boud and Walker, 1998).

In terms of Knowles Theory of Adult Learning - Andragogy, I am a returner to education. I chose to study for a Doctor of Professional Studies therefore my actions show a readiness to learn in a self-directed, self-motivated, problem-centred way. Moreover, I chose a subject that I judged relevant to my work, planned and took control of my learning by undertaking formal study that interested me. Further, I studied to suit my schedule, taking ownership of my formal learning, while being motivated to learn what I wanted to learn. Further, my informal learning is directed by my interests because I am more likely to follow areas that are of value to me for my own improvement. Through a combination of Kolb's

Experiential Learning Cycle and Knowles Theory of Adult Learning - Andragogy, I have improved my knowledge of models of professional development and can apply it to my practice.

2.9 Commissioning of professional development

Another area of my research considered the commissioning of professional development. Because contracting with a vendor involves a contractual, legal agreement the scope of work for vendor guidance ought to be detailed (Lowden, 2005). The argument is that a well thought through contract will be more likely to provide the appropriate professional development than one that is poorly put together (Peery, 2002). In my case, I was developing and commissioning professional development provision for the wider school workforce, therefore I needed to be clear about the scope of the work. If I was not specific enough in scope, untargeted professional development would result and be too general to bring about desired change. Often, vendors offer existing, pre-prepared packages, working on the premise that every school receives the same professional development provision, whether applicable or not. Vendors who sell existing programmes often do so as an opportunity to make an easy profit (Peery, 2002). It was important in this specific instance of commissioning that the vendors had Middle Eastern experience with knowledge of the local culture and heritage (Peery, 2002). In other words, that they had 'cultural competence' for Gulf countries. Particularly in Islamic countries, cultural requirements needed to be addressed specifically. Therefore, the contracts I was working on needed a well-defined scope of work, targeted and appropriate for UAE traditions and culture. Through this, I aimed at maximising vendor performance, to increase the return on investment.

2.10 Return on investment

Calculation of the return on investment considers many aspects, not least when significant amounts of money are being invested in professional development. The cost of developing and delivering professional development grows proportionally with the number of days involved (Wayne, *et al.* 2008: 470). Further, calculating the return on investment gives the opportunity to measure the impact of vendor provision and the

distance travelled in improvement (Guskey, 2002; Kizlik, 2012; Lowden, 2005). It is essential to understand how much value has been gained, perceived or actual, from the money invested.

The return on investment process considers measurements as six stages of:

- reaction and satisfaction
- learning
- application and implementation
- business impact
- return on investment
- intangible investment (Phillips, 2003).

Phillips' (2003) in western research indicates that the six stages state that the earliest response is a reaction of satisfaction or dissatisfaction. In this case, dissatisfaction occurred early in the professional development process and was an early sign that professional development was not being received well. As a result, the learning that should have followed probably did not. Additionally, Phillips (2003) maintains that application and implementation occurs in practice giving a return on investment that is both tangible and intangible. In some cases, the skills or expertise required to evaluate professional development are not available. In other cases it has been seen as unproductive (Lowden, 2005). In my case, evaluating the changes in performance as a result of professional development, was important for justifying the expenditure made against the performance gained.

Having considered all the literature, I now turn to how I structured my research. The methodology used was Soft Systems Methodology, (SSM) a seven or four stage qualitative process, depending on experience, that was developed by Professor Peter Checkland in the late sixties at Lancaster University. SSM is a method that specifically unravels problems or 'messy' situations ('messes' and 'difficulties' (Checkland, 2000, 2007). In this case, the source or reason for the poor vendor performance was

unknown. SSM deals with such unknown situations and by delving into issues, factors surrounding the messy situation unravel (Checkland, 2000, 2007). In this case, issues surrounding the poor vendor performance needed to be understood to prevent future deficient performance. SSM also allows investigation of political power positions and social relationships (Checkland and Scholes, 1990). In this case, political power and position were a major part of this research. Further, reasons needed to be understood to prevent further poor vendor performance. Moreover, similar doctoral theses in Professional Studies had successfully used the SSM approach, for example Megan Lawton's (2010) research on the Pathfinder Project. As a result, I was confident that I had chosen a successful method that was suitable for this project.

2.11 Understanding literature and theory to justify my research questions

I now turn to my three research questions and relate them to the literature review. My first research question is:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

The first research question was formulated as a result of poor vendor performance in the delivery of professional development. The first research question was arrived at from two directions, firstly the outcome from the vendor's professional development was poor and secondly, research literature supported provision of professional development as a school improvement strategy. In the context of this project, research in the Abu Dhabi Economic Vision (2008) indicated that it was vital that the education system produce a future generation of skilled workers to maintain and grow the national economy. Further, research indicated that failure to do so would result in a lack of skills to support the country's industry and a more worrying outcome, in the form of large scale unemployment.

Research by Fullan (2002) indicates it is the quality and type of education that determines the skill of the workforce and it is the school system that is important for this delivery. Abu Dhabi Education Council has adopted the New School Model aiming to prepare learners for a knowledge economy by increasing the nation's human capital. It has done so to stave off the high rates of unemployment witnessed in other Gulf countries. At the same time, the strategy to introduce interventions on the lines of the McKinsey Report by introducing a wider school workforce had influence and impact. Lindon (2012) indicated that introducing a wider school workforce supports the running of schools. It would therefore be expected that principals and vice principals would be able to better manage schools with the assistance of the extra support staff. Importantly, research indicates that human capital is the wealth of the nation (Economic Vision, 2008). Therefore, for effective management of schools, the enhancement of human capital of the principals and vice principals according to Colquitt *et al.* (2000), professional development provision is justified.

Literature on approaches to school improvement from western researchers Oplatka (2009) and Guskey (2002) indicates that professional development initiatives contribute towards improving the leadership of schools. Therefore, the professional development in the UAE ought to have had content that reflected effective management of schools. Had it not, then it could have contributed to poor vendor performance.

Research in the west by Lowden (2005) on the commissioning of professional development considered the maximisation of the return on investment from contracts of professional development. If professional development contracts were not designed to deliver and meet the needs of principals and vice principals, a consequence would be poor performance. It was important that strategies that could prevent further poor performance were applied to prevent a re-occurrence of poor vendor performance. Therefore, the first research question was justified to find out the causes of poor vendor performance in order to learn from the situation and to construct educational strategies that would prevent a re-occurrence.

The second research question considered models of professional development in the context the school improvement and transformation of learning into practice and is:

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

Both the McKinsey Report (2010) and Guskey (2002) indicate that there are different models of professional development for the delivery of school improvements. The aim of each model ought to be to provide a model that satisfies the requirements of the school system. Research by Hess and Kelly (2007) Brown (2007) and Desimone (2009) indicates that models of professional development that support the school culture, school vision and values, the curriculum and pedagogical ethos reach the intended goals. Further, this research shows that models that include the occupational skill standard, as reflected in the functional analysis and used as the basis for the National Occupational Skill Standard, address the intended performance.

Research by Gulfli (2009) carried out in the UAE and Brown (2002) addresses training needs analysis conducted against a standard to identify the deficiencies or gaps in performance. By identifying gaps, professional development can address the needs of principals and vice principals' performance to meet the skill standard required. By doing so, poor performance is reduced and overall performance improves. Further research by Wayne *et al.* (2008) shows that transformation of learning into practice in the learning environment, delivered as close to the classroom as possible, improves learner attainment because it directly impacts the learner. Therefore, the research question is justified to find out if models of professional development can lead to transformation of learning into practice in the learning environment.

Finally, research question three considers my professional development, the consequences of researching poor vendor performance and models of professional development.

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

According to Xanthopoulou *et al.* (2007), as a consequence of researching poor vendor performance and models of professional development, theoretical knowledge will have increased but might not be transferred into practice. My main reason for researching according to the categories set out by Gist and Mitchel (1992) is to gain a positive self-image. Research by Guskey (2002) indicates that for transformation to take place my attitude and belief must change before application takes place. By using Checkland and Poulter's (2006) Soft Systems Methodology, my work place becomes a learning environment. As a consequence of having considered my work situation and models of professional development, it seemed obvious that there was a problematic situation. The present situation made it clear how the knowledge could be applied in practice. As a result, transfer of my learning into practice ought to take place. Therefore, asking the research question was justified to consider how and with what consequence my learning and professional practice could be enhanced.

2.12 Conclusion

This chapter considered the literature and theory of importance to this professional development research project. I started by considering the economic environment, the economic drivers and the human capital needed to sustain the economic growth of the country. Then, I considered approaches to school improvement required to produce the skills for economic growth and the workforce that supports the school improvement. Next, I considered commissioning of professional development and the return on investment from contracts. Then, I addressed my research methodology of SSM and briefly examined how I applied it to my research and learning. Next, in Chapter 3, I will consider

my use of SSM as a method of collecting data within the two worlds of professional development and the wider school workforce.

Chapter 3 - Methodology

3.0 Introduction

The previous chapter considered previous research and formed terms of reference for my research areas. This chapter introduces the Soft Systems Methodology (SSM) that I used because it offers a structured approach to investigating problematic situations. Further, it investigates where there are multiple solutions. I used the specific tools of SSM in each phase to gather data and, as a result, SSM influenced my investigative approach. In this chapter, I use SSM to address the issue of poor vendor performance from the researcher and practitioner point of view. This chapter is divided into six sections, and they are:

- 3.1 Research methodology
- 3.2 Methods of data collection
 - 3.2.1 Stage 1 – Finding out Stage 1, I, II and III analysis
 - 3.2.2 Stage 2 – Making purposeful activity
 - 3.2.3 Stage 3 – Dialogue
 - 3.2.4 Stage 4 – Action to Improve
- 3.3 Data analysis
- 3.4 Triangulation
- 3.5 Validity and reliability of this research
- 3.6 Conclusion

3.1 Research methodology

This project was complicated because the source of the poor vendor performance was not immediately apparent. However, I thought I could research, find the source and learn and improve my work practice through the situation. I used a mix of research approaches because I could then draw on the strengths and minimise the weakness of each (McKenzie and Knipe, 2006:194). By integrating and synergising mixed methods I could consider a holistic understanding of the issue. Mixing two data collection methods, qualitative and quantitative tends to establish two opposing schools of research that form a fusion of methods and approaches (Cohen, *et al.* 2007). My methodologies included the ontology of what exists, occurring naturally, making sense of qualitative stories and people's experiences within the project setting. Stories and experiences

gather rich information from the stakeholders' viewpoints, so I included them in my research (Cohen, *et al.* 2007). I therefore used qualitative unstructured narratives to gather interview stories. Apart from the unstructured interviews, I used sources of information that already existed, which gave me the information I needed. As a result, my research reflected my interpretation of the data gathered. Further, my research results and recommendations are open to interpretation, and may be interpreted differently depending on the stance of the reader.

The epistemology collected quantitative data with a numerical value (Cohen, *et al.* 2007). In my research I utilised The Principal Leadership Survey approach that quantified views, captured numerical data and explored its implications.

Positivism covers a wide range of situations and is seen to be quick, economical and relevant, especially where statistics are aggregated from large samples. The key notion of positivism is that the social world exists externally and properties or phenomena should be observed to enable measurement. However, sometimes experimental research in the field of social science does not suit investigation within the multi-dimensional, multifunctional environment (Conway, 2009). Further, positivism can be seen as inflexible and artificial, and is neither good at understanding processes nor the significance of people in the 'what is' notion (Bryman and Bell, 2007).

The phenomenological paradigm, on the other hand, has the ability to look at change processes over time and allows ways of gathering data that are natural rather than artificial. Phenomenology is concerned with personal experience and has its roots in Husserl's philosophical phenomenology, which finds meaning in human experiences (Husserl, 1970).

Phenomenology has the ability to adjust to new ideas as they emerge to allow understanding of an issue. However, phenomenology has challenges because it is time consuming, is often assigned low credibility, is difficult to control, and the pace, progress and analysis of the narrative data may be difficult (Conway, 2009).

My main research method was the Soft Systems Methodology (SSM) combined with both qualitative and quantitative research methods. Additionally, I used Tom Wengraf's Biographical Interpretative Narrative Methods (BINM) (Wengraf, 2004) and the qualitative Principal Leadership Survey. My approach to my research was generally to consult others. Further, I quantified the type of stakeholder involved in the provision of data, as demonstrated in Table 3. For reasons of anonymity, I withheld any information that would identify an individual.

My reason for my research interviewees being predominately English speaking expatriates was mainly for communication and truthfulness of answers. The indigenous community considered their status within the UAE culture first before considering discussions on education. In a study by MacPherson, et al. (2007) it was found that there was a fear of voicing an opinion. Bond (2013) reported that attitudes and behaviours related to self-preservation and avoidance of blame, which could lead to punishment, was evident. McPherson (2011) stated that the Arab culture invested in face saving strategies to avoid loss of status that affected the whole family. This avoidance of confrontation or voicing opinion made it difficult to interview indigenous staff. Hence, although only four indigenous staff were involved in this research, there was no intention of interviewing. Further, one refusal was from an indigenous staff member.

Because the reason for the problematic issue was not clear, I needed to find out the experiences of those involved. For the collection of data, using Stage 1 ('finding out') of the SSM process, I discussed and listened being as open as possible to the views of others. I needed to elicit a response but not prod or prompt narratives, because the individual's lived stories were important. However, the focus of the discussion was to determine the common areas spoken about by all those with lived stories.

Common areas reflected in the narratives emerged to allow the chunking of data and Particular Incident Narratives (Wengraf, 2004). As a result of the discussions, my views and others' views are represented in the final project report (Bryman and Bell, 2007; Carson, *et al.* 2001; Healy and Perry, 2000).

Table 3 Interviewee information				
Code	Job Role	Research status	No of interviews	Nationality /Origin
PDD 1	Professional Development Department	Consent	Twelve times	Cannot divulge
PDD 2	Professional Development Department	Consent	Four times	Cannot divulge
PDD 3	Professional Development Department	Consent	Ten times	Cannot divulge
PDD 4	Professional Development Department	Consent	Four times	Cannot divulge
PDD 5	Professional Development Department	Consent	Eight times	Cannot divulge
P1	Principal	Consent	Two times	British
P2	Principal	Consent	Six times	Australian
P3	Principal	Consent	Ten times	British
SD1	Senior Director	Consent	Many times	Cannot divulge
T1	Teacher	Insider research	Three times	British
T2	Teacher	Insider research	Three times	British
T3	Teacher	Insider research	Three times	Australian
T4	Teacher	Insider research	Five times	British
T5	Teacher	Insider research	Six times	Australian
T6	Teacher	Insider research	Four times	Canadian
T7	Teacher	Insider research	Four times	Canadian
CM 1	Cluster Manager	Insider research	Three times	British
CM 2	Cluster Manager	Insider research	Three times	British
CM 3	Cluster Manager	Insider research	Three times	Australian
CM 4	Cluster Manager	Insider research	Three times	British
PC1	Potential Contractor	Insider research	Two times	International Vendor
PC2	Potential Contractor	Insider research	Two times	Local Vendor
PC3	Potential Contractor	Insider research	Twice	International Vendor
Source: developed for this research.				

I was mindful that Abu Dhabi Education Council was allowing me to research within their school system and I felt responsible for reporting as

honestly as possible. However, maintaining objectivity was challenging because I was both a practitioner in the work situation and a researcher researching that work situation. Given my research approach, my research questions needed to be defined to enable me to concentrate on capturing data that would be useful to my research (Bryman and Bell, 2007).

Further, I needed a research methodology that considered not only the issue of poor vendor performance but also the interaction of people and power, because of the importance of decision making in the work situation. I focused my research questions with care and importantly I chose questions that would be of value to Abu Dhabi Education Council, would be of value to me and would improve my knowledge. My research questions were therefore:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

3.2 Methods of data collection

My research approach included a mix of desk based research and field work. It used four methods to collect data, these were; unstructured interviews, principal leadership survey, vendor reports and the Professional Development Department report.

Unstructured interviews.

Because I needed information from stakeholders, unstructured interviews were qualitative and were carried out in the field. The unstructured interviews were conducted by myself and resulted in 99 narrative dialogues. My research aimed to consider the experiences of participants receiving professional development and their story in order to draw conclusions about their experience. I wanted to build a shared construct of the interviewee's psychological and social world. Further, the interviewees' world and my world would be intermeshed in the psychosocial world throughout each interview.

The medium of the narrative language was important for the meaning that individuals' attached to their 'lived' experience to be understood and conveyed. Therefore, an interviewee's personal experiences may not point to reality as absolute truth but to one person's experience in their world of reality. The interviewer tries to make sense of the interviewee's story within their world in a double hermeneutic or circle (Bryman and Bell, 2007). As all interviewees were recounting their lived experience of the same phenomenon, that is, vendor professional development, a larger social phenomenon could be constructed to allow the collective narrative to be considered. The social language skills of the interviewer 'in the space between' the interview needed to gain rich data. Therefore, the subjectivity of the interviewee was the starting point for the psychological investigation.

Principal Leadership Survey. The principal leadership survey gathered qualitative data that became quantitative data when reported. The principal leadership survey was created by the vendor to find out principal performance as judged by cluster managers and the principals themselves. The structure of the principal leadership survey was based on a five point Likert scale to assess ability (as shown in Appendix 5). The principal leadership survey was constructed by the vendor and therefore was not my design. The principal leadership survey consisted of twenty four questions that asked principals to assess their own ability and asked the cluster managers to assess principals competence on a five point competence scale of:

- don't know

- little to no experience
- in need of support
- competent ability
- substantial ability.

Results were reported as percentages.

Vendor Report. The vendor report was a monthly report from the vendor's view point, submitted to senior management reporting on professional development progress and challenges. It was a mix of qualitative and quantitative data.

Professional Development Department Report. The Professional Development Department report was a monthly report submitted to senior management, reporting on professional development progress and challenges. It was a mix of qualitative and quantitative data.

Soft System Methodology. The four research data gathering methods and their results were incorporated into the main research methodology, that is, Soft Systems Methodology. My research is framed in my research methodology and so framed within Soft Systems Methodology. SSM phases vary from seven stages, or Mode 1, for less proficient users, to four stages Model 2, for more proficient users (Checkland, 2000, 2007). In my case, I used the four stage model but sometimes referred to the seven stage model for clarification. The four stages of SSM were: finding out, modelling, dialogue and action-to-improve. Finding out considered all aspects of the problematic situation and followed a cycle of investigation, as demonstrated in Figure 4.

Various methods of collecting data were possible, ranging from structured to unstructured, qualitative to quantitative and degrees of involvement in the research situation. I used all methods, as shown in Figure 5. I chose SSM over other research methods because it considered 'messy problems' or issues that were evident but the reasons for their evidence was unknown. Further, it allowed an investigation into the reasons without necessarily solving the 'messy problem'. In terms of action research, Denscombe (2010, p. 6) states that action research is to solve a particular

problem in situ, that was not my aim, I only wanted to know the reasons. Further, because the poor vendor performance was not my project, I did not have the authority to change and experiment with a new process. Hence action research was not within my discretion and therefore was not appropriate for my situation. I particularly chose SSM because it unravels deeper political and social situations in the research environment. Since power and decision making played a large part in this research, SSM was a very suitable research method (Checkland, 2007; Checkland and Scholes, 1990).

Stage 2, modelling, allowed the consideration of different professional development models, both from the real and conceptual worldview, important for designing and developing suitable models for professional development. Stage 3, dialogue, was used to discuss the most feasible and desirable models of professional development and to develop the most feasible and desirable models of professional development that could be applied in the workplace. Finally Stage 4 created the actions needed to improve the problematic situation into a working model.

3.2.1 Stage 1 - Finding out

I would like to discuss SSM in more detail here. I used SSM Stages 1, 2, 3 and 4, which gave a structure to the data gathering, as shown in Cloud 1 and 2 of Figure 6. During each stage, I used the tools particular to SSM. Finding out, stage 1, required investigation to gather as much information about the problematic situation as possible and also included tools of analysis I, II and III and a rich picture.

As stated before, I used four collection methods to try to establish the landscape of poor professional development. They were:

- Unstructured interviews
- Vendor reports
- Professional Development Department Reports
- Principal Leadership Survey

Figure 4

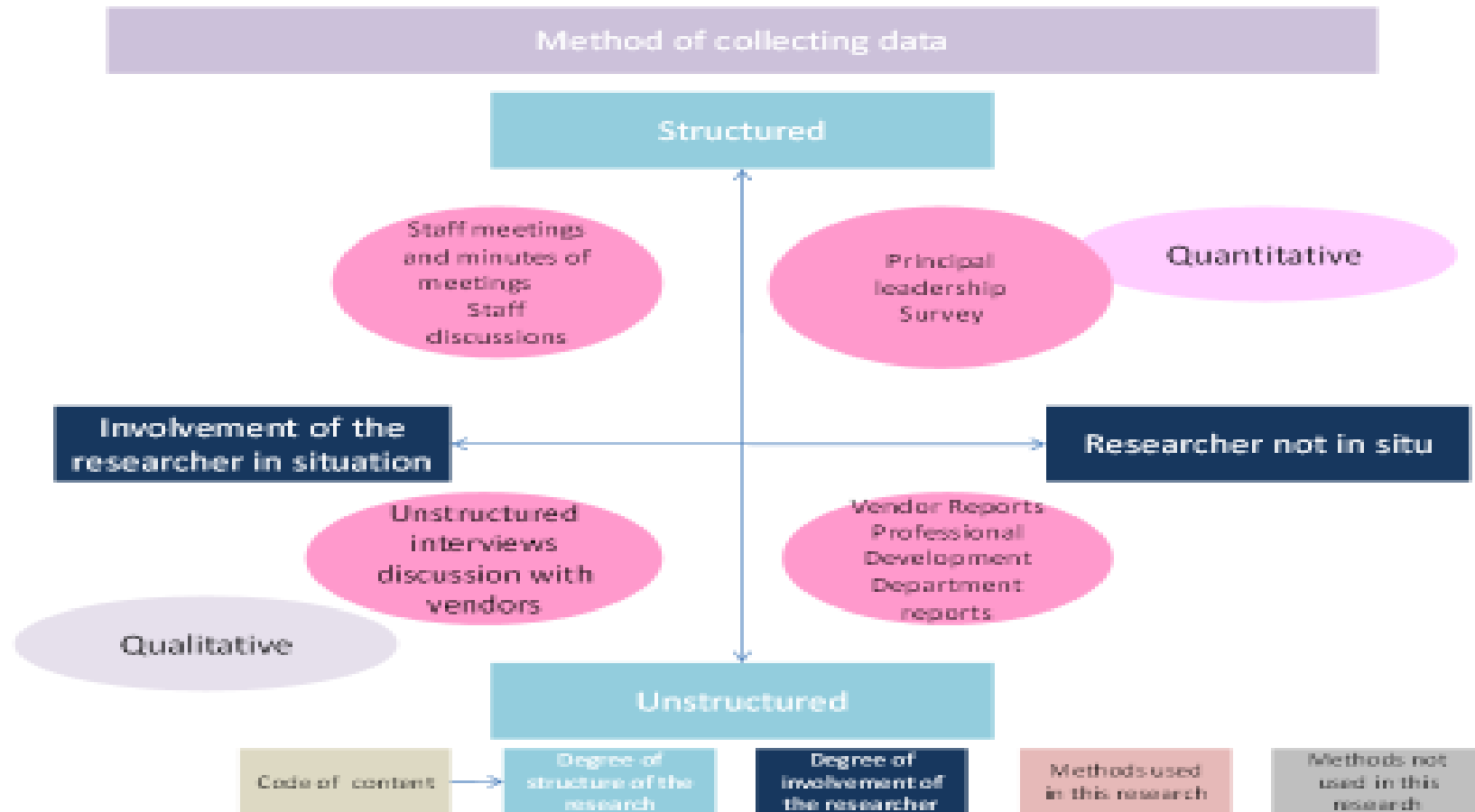
Soft systems methodology - four phases within seven steps



Source: Checkland 2010.

Note 1: the colours used in presentation of the SSM highlight clouds either blue or lilac. The blue clouds occur in the real world whereas the lilac clouds appear in the conceptual systems thinking world.

Figure 5 Method of collecting data



Source: developed for this research.

Unstructured interviews. I used unstructured interviews because they allowed me to probe deeper into areas of interest (Blumberg, Cooper and Schindler, 2008). Unstructured interviews allowed me to talk freely, face-to-face, with interviewees who freely expressed their views (Blumberg, Cooper and Schindler, 2008; Bryman and Bell, 2007; Cohen, Manion and Morrison, 2007). Where an interviewee touched on an area that another had spoken about, I investigated further, to establish the commonly expressed viewpoints. I therefore gathered information from the stakeholders I encountered in the course of my work. Being a practitioner and a researcher in the research setting, I was an 'insider' researcher. As a result, conversations about work and research sometimes merged. Work conversations informed research and research conversations informed work. To remain ethical, I obtained informed consent from colleagues and my employer (see Appendix 1).

To target the appropriate stakeholders, I used snowball sampling. Using snowball sampling ensured that people with information about poor vendor performance, were targeted and interviewed (Bryman and Bell, 2007; Cohen, Manion and Morrison, 2007). After interviewing each individual, I asked them to refer me to someone else familiar with the situation. Gaining referrals meant I applied my efforts to the sample group that I wanted to interview (Blumberg, Cooper and Schindler, 2008; Burns and Bush, 2002; Cohen, Manion and Morrison, 2007). In the course of this research, I interviewed some stakeholders, when new information needed to be confirmed. I did not push anyone for information; if they did not want to divulge information, their view was respected (Cohen, Manion and Morrison, 2007).

Figure 6 Soft systems methodology – finding out



Source: Checkland 2010.

Note 2: When clouds are being discussed, to make it easier for the reader to follow, the clouds under discussion are coloured darker.

My approach to finding out was formed loosely around Tom Wengraf's Biographical Narrative-Interpretive Method (BNIM) (Wengraf, 2004). The BNIM approach interviews subjects two or three times to find out about 'their lived life' and their 'telling of the old story' that links subjectivity and objectivity to the issue. I followed Wengraf's method by starting with unstructured interviews that lead to personal responses. The freeform, improvised, unconstrained narrative was self-managed by the interviewee in terms of the context of the interview and the time spent talking about it (Wengraf, 2004). In my case, the narrative was an interesting approach because I wanted to hear interviewees' stories about the vendor's performance. Like Wengraf (2004), I undertook an analysis of the self-managed narrative to find areas of questioning for further investigation. In my case, I would ask specific question of my interviewees, in the course of work, to confirm interviewees' implicit understanding of the situation. In this case, interviews were open and unconstrained allowing truthful comments that may not have been stated in a more formal interview. By comparing the first and the second interview I was able to compare 'real' information for interpretation of meaning 'between the lines'. By concentrating on one area, Particular Incident Narratives emerged (PIN) (Wengraf, 2004). I triangulated my gathered information to confirm that the information was valid. By asking several people the same question in the third interview provided valid 'chunks' of information that highlighted different aspects of poor vendor performance.

However, Wengraf's approach has been criticised for the numerous acronyms used, a criticism that Wengraf himself acknowledges (Wrigley, 2002). The amount of jargon used is very confusing, with a language code that is off-putting to new researchers (Wrigley, 2002). In my case, it took some memory power to keep up with the acronyms throughout his research method. Moreover, Wengraf could have made more mention of the tools and software that support his research method (Wrigley, 2002). More information about software would have supported research that could have resulted in me using Wengraf's method more extensively. However, overall Wengraf's approach was useful, detailed and thorough as an approach to research. The result was a more attenuated learning that helped in the overall interpretation of interviewee experiences and contributions (Wengraf, 2004). Wengraf's method raised questions about the data gathered from 'their lived

life', 'telling the old story' and emerging Particular Incident Narratives guided my interviews and led to my research questions. For example, many complaints were about the quality of professional development with the impact on the learner being minimal. Therefore, how could professional development provision improve schools performance when there was little evidence of learner performance gain in this research? Using Wengraf's approach led to the exploration of the first research question of:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

Many complaints from principals were about the professional development not being targeted to the correct school cycle. Additionally, materials were reported as being of too low a level of complexity and principals were dissatisfied. This prompted the question: 'could there be a better or different way of providing professional development?' Maybe some models were more effective than others and some were proven to be successful? This led to the second research question of:

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

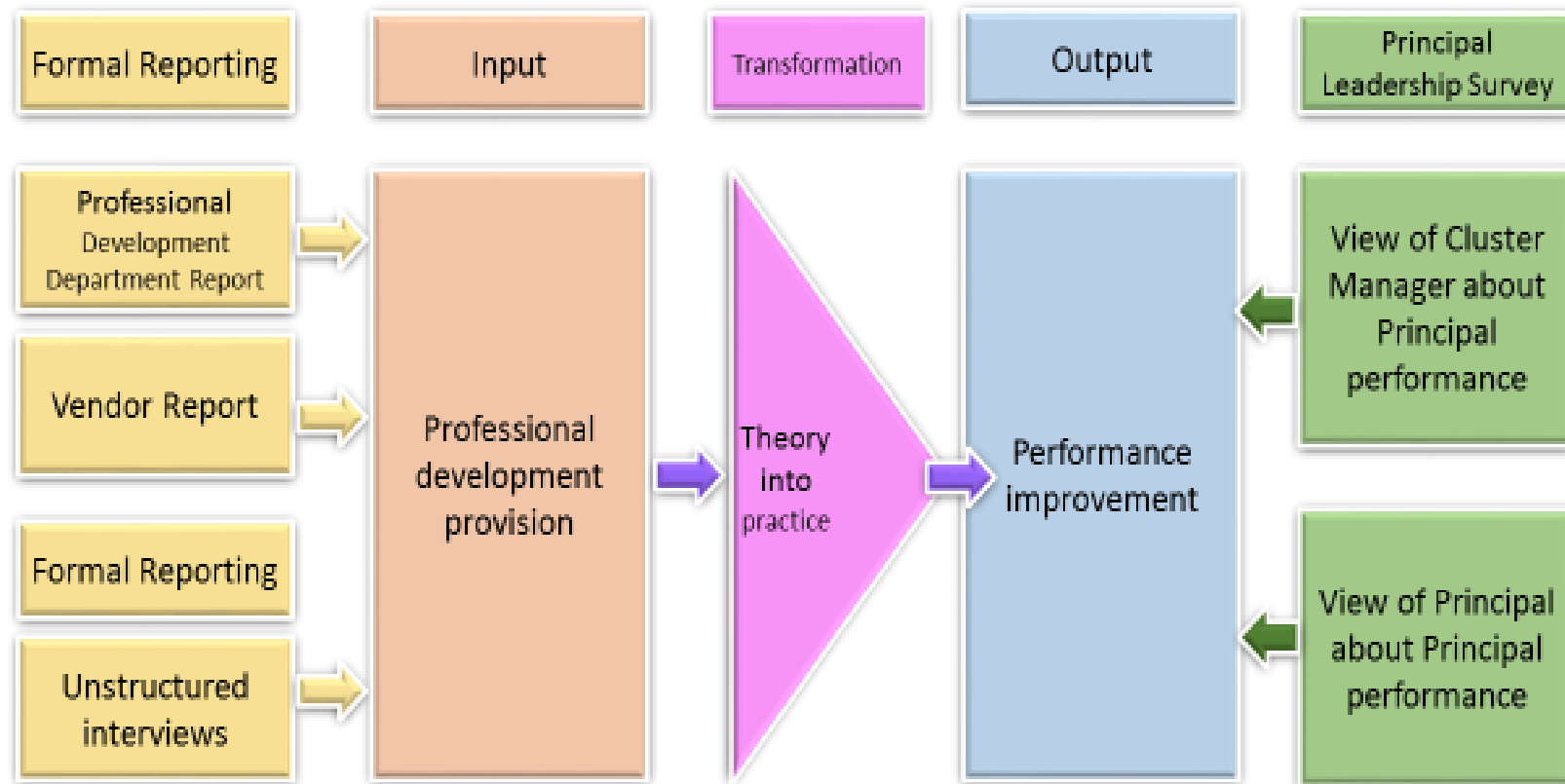
Finally, asking unstructured interview questions produced a substantial amount of data to analyse. Connecting the relevance of the data to the issue of Vendor performance was challenging and time consuming. Further, was I able to enhance my learning and professional practice as a result of this research? This led to the third research question of:

Research question 3: 'With what consequence can researching poor Vendor performance and models of professional development enhance my learning and professional practice?'

Vendor Report. Because monthly vendor reports were required to be submitted by the vendor to Abu Dhabi Education Council with details of progress and challenges, I used the information and statistical data from these reports. Because the reports were factual, the information was useful and valuable because it provided a vendor's viewpoint about professional development events. Because vendor reports used structured quantitative and qualitative information, the reports charted progress, trends and ensured that the vendor's viewpoint was considered in this research.

Professional Development Department Report. I used Professional Development Department reports that were required to be submitted monthly to senior directors. They reported from the Professional Development Department's point of view the progress and challenges. The Professional Development Department reports consisted of two high level reports, one about progress and one about poor vendor performance. Further, the Professional Development Reports contained factual information about the vendor's provision and ensured the Professional Development Department's viewpoint was considered.

Figure 7 Triangulation of data



Source: developed for this research.

Principal Leadership Survey. The principal leadership survey was an online survey designed and applied by the vendor to elicit responses from principals and cluster managers. I was not involved in the choice of survey questions, or the survey approach, but I used the principal leadership survey results because they were structured and expressed views from the principal and the cluster managers' point of view about the principal's performance. For applicability, I selected ten of the most suitable questions from the principal leadership survey.

Because a Likert scale was used, it allowed for the measurement of the strength of attitude and views about professional development provision (Cohen, Manion and Morrison, 2007). The principal leadership survey results revealed that learner performance was not improving significantly and principal performance did not meet the cluster managers' expectations of principal performance. Using data from four sources allowed triangulation, as shown in Figure 7.

By looking at the information from the official sources from the vendor and the Professional Development Department, I was able to triangulate information. Often, ethnographers check out their observations with interview questions, as in my case, to determine if they might have misunderstood what they had seen (Bryman and Bell, 2007). Increasingly triangulation is used to cross check findings deriving from both quantitative and qualitative research (Bryman and Bell, 2007). Having considered the four data gathering methods, I addressed the research methodology.

Analysis I. For finding out, Stage 1 uses four tools, which are Analysis I, Analysis II, Analysis III and the rich picture. Analysis I considers the roles, norms and values of the stakeholders in the problematic situation. Within the problem situation three roles existed: the client, the problem owner and the problem solver. In this case, Abu Dhabi Educational Council was both the owner and the client. In a challenging situation the problem owner would inquire into the problem situation. Further, the problem owner Abu Dhabi Educational Council would instruct the intervention. To provide information on the situation, staff would administering and

monitoring the professional development and feed back to the decision makers.

As a curious staff member I wanted to research further to find out the source of the issue, which was not immediately apparent. I therefore adopted the role of problem solver. To solve the problem, I needed to find out what was happening and what stakeholders' roles were, what the role norm was and the value expected for that role. Expected behaviour from senior management over poor performance would be to set an intervention in motion. They would be expected to instigate the situation and intervene as required. It is the stakeholders holding these roles, their perception, knowledge and willingness to define and act on the intervention that can solve the situation.

To be able to make value judgements information needed to be gathered about the situation. Since it was embedded within human activity, the best way to find out was through asking stakeholders their views. Because the problematic situation had not been defined, an open approach to gathering data was most applicable, hence the use of unstructured interviews. Unstructured interviews that asked open questions allowed views and opinions to be collected from many different roles to give a full picture of the situation. All the gathered information for the intervention was from sites within the social and cultural fabric of the organisation. Since organisational social interaction was always changing in its roles and norms, the problematic situation needed to be considered at the time of the problem. For this reason, a 'snap shot in time' defined the social condition of the problem. Further, available reports and a survey were used to gather information that provided the 'snap shot' information. This is why I chose to use the Professional Development Department report, the vendor reports and the principal leadership survey.

Using the gathered information allowed decisions to be made about the best intervention, which dealt with the power to decide, the politics of that decision and the political power to make a decision. It was only after senior directors had been provided with the information that it was possible for a considered intervention to be determined.

Analysis I. I used Analysis I to consider the intervention needed in the problematic situation to enable and facilitate intervention (Checkland, 2007). Abu Dhabi Education Council, the problem owner, wanted to see value from the vendor's performance and therefore needed to resolve the issue of poor performance with an intervention. The appointed 'problem solver', the Professional Development Department, was given the task of identifying the problematic issue and finding a solution. In all cases, the client, problem owner and problem solver wanted to identify where an intervention could resolve the issue of poor vendor performance.

There were issues surrounding the provision that proved challenging. For example, high level relationships and trust had already been built up between the problem owner and the vendor. Further, principals and vice principals reported both positive and negative feedback about the quality of vendor provision, which caused confusion. Moreover, the problem solvers, the Professional Development Department, were introduced late to the vendor contract and were unable to make substantial changes in the professional development programme at that stage. Changes were difficult mainly because the vendor refused to adjust or change the professional development provision.

Analysis II. I used Analysis II because it considered the cultural and social factors of poor vendor performance. Further, it centred on cultural and social aspects of the problem situation (Checkland, 2000, 2007; Checkland and Scholes, 1990; Warwick, Bell and Kennedy, 2006). Employees, as stakeholders in Abu Dhabi Education Council, originated from many countries and each had their own cultural heritage (McPherson, 2011). However, employees were socialised into the culture of Abu Dhabi Education Council as an organisation. Therefore, employees had similar expectations. In this case, the organisational cultural expectation would be one of quality vendor provision. However, because that expectation was not matched, participants became dissatisfied. The vendor was not socialised into the culture of the Abu Dhabi Education Council and so their social and cultural expectations were particular to their company. Therefore, the vendor and client may not have viewed issues in the same way, and that could have led to conflict

(McPherson, 2011). Additionally, the Arabic culture of Abu Dhabi Education Council and social values differed from the Western vendor's cultural and social values. Therefore, socialised organisational values were not shared, which created challenges that affected perceptions and actions (Patel, 1995).

Analysis III. I used Analysis III to consider the political aspects of the professional development (Checkland, 2000, 2007; Checkland and Scholes, 1990). In change management situations, some staff are facilitators whilst others are resistors, as is common in changing situations (Matthiassen, Munk-Madsen, Nielson and Stage, 2011). The power held by each person and position affected their actions. Some in middle management positions became gatekeepers whilst others battled on. Some retained information for decision making that could prevent interventions and some ignored the situation. The complexity of power types made the situation very tangled, making it difficult to navigate decision making processes. Eighteen different powers could have been used by seven different stakeholders or groups. Senior directors had the most power in decision making, either to start, stop or intervene. Principals had legitimate power because they were receiving the vendor's professional development. Coercive power could have been applied by Principals, vice principals and cluster managers. However, one particular group may have had a personal agenda. As a result, a system wide professional development initiative could have been affected by one group using coercive power.

Abu Dhabi Education Council had contracted with the vendor for professional development services and had to decide how to intervene. To stop the provision midway through the contract would not have been a good political decision because staff would still need professional development. Therefore, it was more expedient to resolve the situation rather than re-contracting. Consequently, the decision was to negotiate with the vendor to repurpose the provision.

Rich picture. To make sense of the information gathered from Analyses I, II and III, information is presented graphically in a rich picture. To be effective, the rich picture needed to have a structure, concerns and be

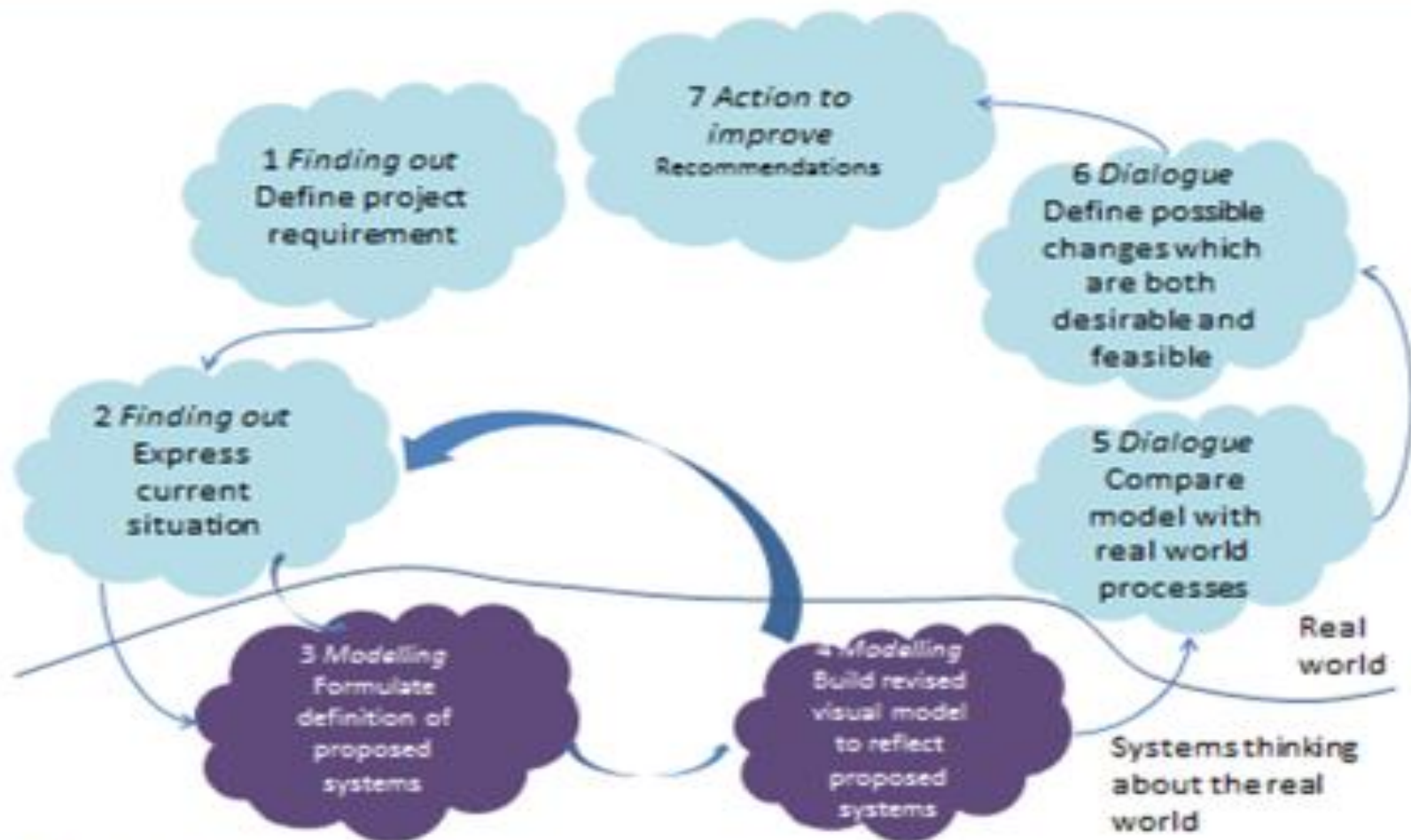
drawn pictorially with text (Checkland, 2000, 2007; Checkland and Scholes, 1990). My colleagues and I created hand drawn pictures that were amended as our thoughts and understanding of the issue emerged (Bergvall-Kareborn, Mirijamdotter and Basden, 2003; Checkland, 2000, 2007; Checkland and Scholes, 1990). However, I did not want to present hand drawn pictures in this report so I found digital graphics to present my rich picture (as shown in Figure 11). There may have been debate about the accuracy of the picture, but in the end agreement was necessary for progress. From the rich picture, the complexity and interrelationship of work between departments and people was evident and was considered as part of modelling in the abstract world, as shown in cloud 3 and 4 in Figure 8.

In this case, it was noticeable that there was a lack of links between the cluster managers and the Professional Development Department. The two parties had almost no direct contact with each other. As a result, professional development was not being communicated strongly in the school environment. A second noticeable area was the motivation of parties. For example, the vendor's desire for profit over quality became evident as there was little or no information presented on pages of vendor materials. Millions of dirham were charged by the vendor for materials that were stretched thin.

A further noticeable area was the construction of the contractual agreement. Abu Dhabi Education Council had, in good faith, put trust in the vendor through the vendor's contractual agreement. In this case, the lack of a robust contractual agreement affected organisational operations and caused conflict between the vendor and the client. The lesson learnt was that contracting with vendors needed to be strengthened. Therefore, the rich picture, was situationally correct at the time of design and allowed interpretation of the messy situation.

Figure 8 Soft systems methodology - modelling

Figure 8 Soft systems methodology - modelling



Source: Checkland 2010.

I used another SSM activity designed to clarify 'messy' situations called modelling, often referred to as a 'holon' (Checkland and Scholes, 1990). I used holons because they were abstract representations of social situations. Holons capture problems and discover relevant issues from the stakeholder's point of view (Checkland, 2000; 2007; Checkland and Scholes, 1990; Warwick, Bell and Kennedy, 2006). A holon clarified and focused efforts using the 'who' and 'what' explored in purposeful activities, developed in conjunction with stakeholders (Bergvall-Kareborn, Mirijamdotter and Basden, 2003: 55).

3.2.2 Stage 2: making purposeful activities

Purposeful activities are always set within the boundaries of the abstract world with worldviews either being a 'primary task' or 'secondary task'. The primary task is essential for the organisation to survive, while the 'secondary task' requires the organisation to continually justify survival (Checkland, 2007). In this research, Abu Dhabi Education Council's primary task was to deliver education, whilst the secondary tasks were the New School Model and professional development. In this case, professional development needed to justify its existence. There was also a need for provision to be effective in order for the contract to survive, be extended or renewed. Because there was poor vendor performance, the likelihood of the contract surviving was at risk. To focus on the task, I needed to form a root definition using PQR as a template. Using PQR, 'P' represented what was done, that is professional development, 'Q' for how it was done, that is, what was delivered by the vendor, 'R' was why it was done, that is, to improve principals and vice principals' performance and ultimately boost learner performance. The root definition was constructed using the following template:

'A root definition is a system to (insert transformation to take place) by (describe means of performing transformation), in order to achieve (describe the ultimate goal which the owner wishes to achieve)' (Matthiassen, *et al.* 2011).

The root definition took time to construct, it was not easy or quick, because it condensed the essence of the complexity of the situation into one sentence. The root definition stated what was aiming to be achieved and the transformation was proved accurate by using CATWOE, another tool, (Checkland, 2007), as shown in Table 4.

Table 4 The CATWOE mnemonic		
Letter	Responsible	Action
'C'	Customers	The victims or beneficiaries of 'T' the transformation
'A'	Actors	Those who would carry out 'T' the transformation
'T'	Transformation	The conversion of input in to output
'W'	Weltanschauung or worldview	The worldview which makes this 'T' the transformation meaningful in context
'O'	Owner(s)	Those who could stop 'T' the transformation
'E'	Environmental	Elements outside the system which are taken as given
Source: Checkland (2007).		

I used CATWOE in the format that it is recommended to be used. CATWOE, 'C' represents the victim or beneficiary of the transformation (Bergvall-Kareborn, Mirijamdotter and Basden, 2003: 64). Next, the actors, 'A', in this case the vendors, performed the 'T' transformation, whether it was minor, radical or impossible (Bergvall-Kareborn, Mirijamdotter and Basden, 2003). Transformation is central to whether the conceptual world model could be applied. The transformation in this case was to provide professional development for principals, vice principals and learner performance improvement. Next, the worldview 'W' considered the effect of power, decision making and timing of the transformation process by 'O,' the owners. In this case Abu Dhabi Education Council, the owner, made decisions about what needed to be done to change the poor Vendor performance. 'E', was the environment in which the transformation took place, in this case, in Abu Dhabi Education Council's New School Model. By completing the CATWOE process, it confirmed that stakeholders and the transformation accurately targeted the situation and therefore gave validity to the root definition.

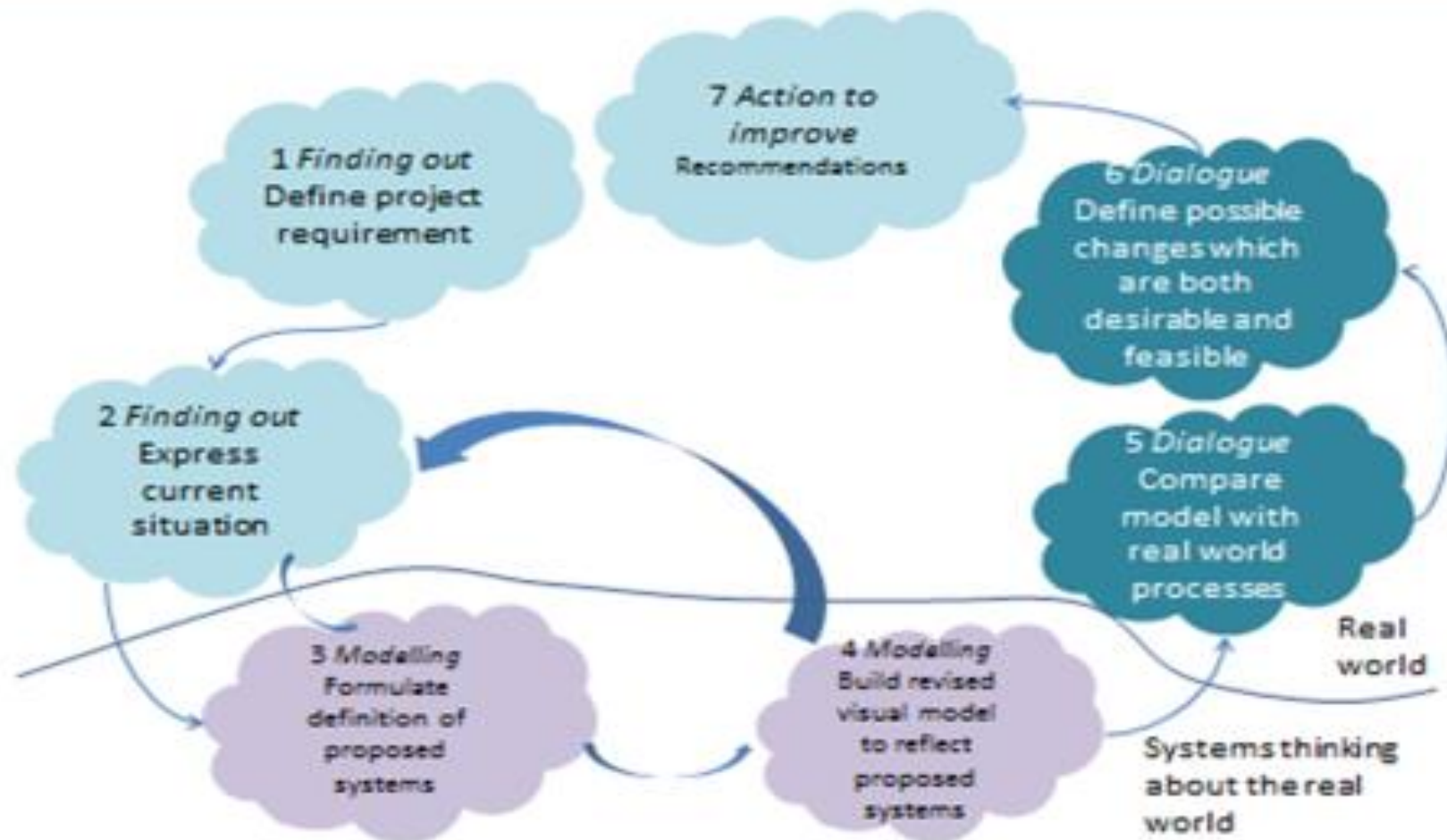
Next, another tool I used was Es that determined the suitability of the resulting transformation. Usually 3Es are used in research, but in this research I used 5Es for greater comprehension. The 5Es represent efficacy, efficiency, effectiveness, ethicality and elegance. The first E efficacy, judged whether the model was doing what it should be doing, in this case, concentrating on professional development using vendor services (Lester and Costley, 2008). The second E, efficiency, judged if the process was achieving what it should do, in this case, the transformation of performance (Lester and Costley, 2008). The third E, effectiveness, considered if change was effective, in this case whether principals were using new practices in the school environment. The fourth E, ethical, considered if the transformation was conducted without harm to the participants. The last E, elegance, was not always used, but in this case, I used elegance to measure the transformation, comprehensiveness and manageability of the professional development service (Lester and Costley, 2008). An additional 'E' of ecology could have been considered, but it was not an issue in this research and therefore was not used (Lester and Costley, 2008).

3.2.3 Stage 3: dialogue

I used a 'craft skill' to build a conceptual model using the root definition and conceptual transformational activities. The craft skill graphically represented the transformational model judging real world models against abstract models (Checkland, 2007). In this case, five models of professional development were presented and compared, one from the real world and four from the conceptual world. Discussion about the different models challenged thinking and enriched understanding of their use. By comparing the real world model against the conceptual transformational model, debate and discussion was encouraged. Comparison of conceptual models and real world models allowed differences to be considered. The conceptual models were unrestrained by reality and could take any shape or form as long as it reflected potential activity. The degree of resolution of the conceptual model could be from simple to a higher level depending on what the findings gathered.

Figure 9

Soft systems methodology - dialogue



Source: Checkland 2010.

Because the conceptual model was fashioned from the root definition, then validated by use of PQR, CATWOE and 5 Es, it can be presumed to be valid. In evaluating the real world model, comparison against the conceptual model allowed flaws to emerge. Comparison allowed performance evaluation and the ability to regulate practice to ensure the desired performance. By comparing the real world and the conceptual world model, performance improvement was determined for action-to-improve if it was both feasible and desirable. Although an action-to-improve plan resulted, it was a suggested course of action rather than a mandatory course of action. Further, the course of action may or may not have been applied because intervening in a problem situation was a problem in itself. Halting the direction of an existing initiative and applying alternative action required planning, preparation and implementation, which took time. Therefore, intervention needed careful consideration. At a minimum, the model had to be feasible and desirable. That allowed models to emerge, as shown in clouds 5 and 6 of Figure 9.

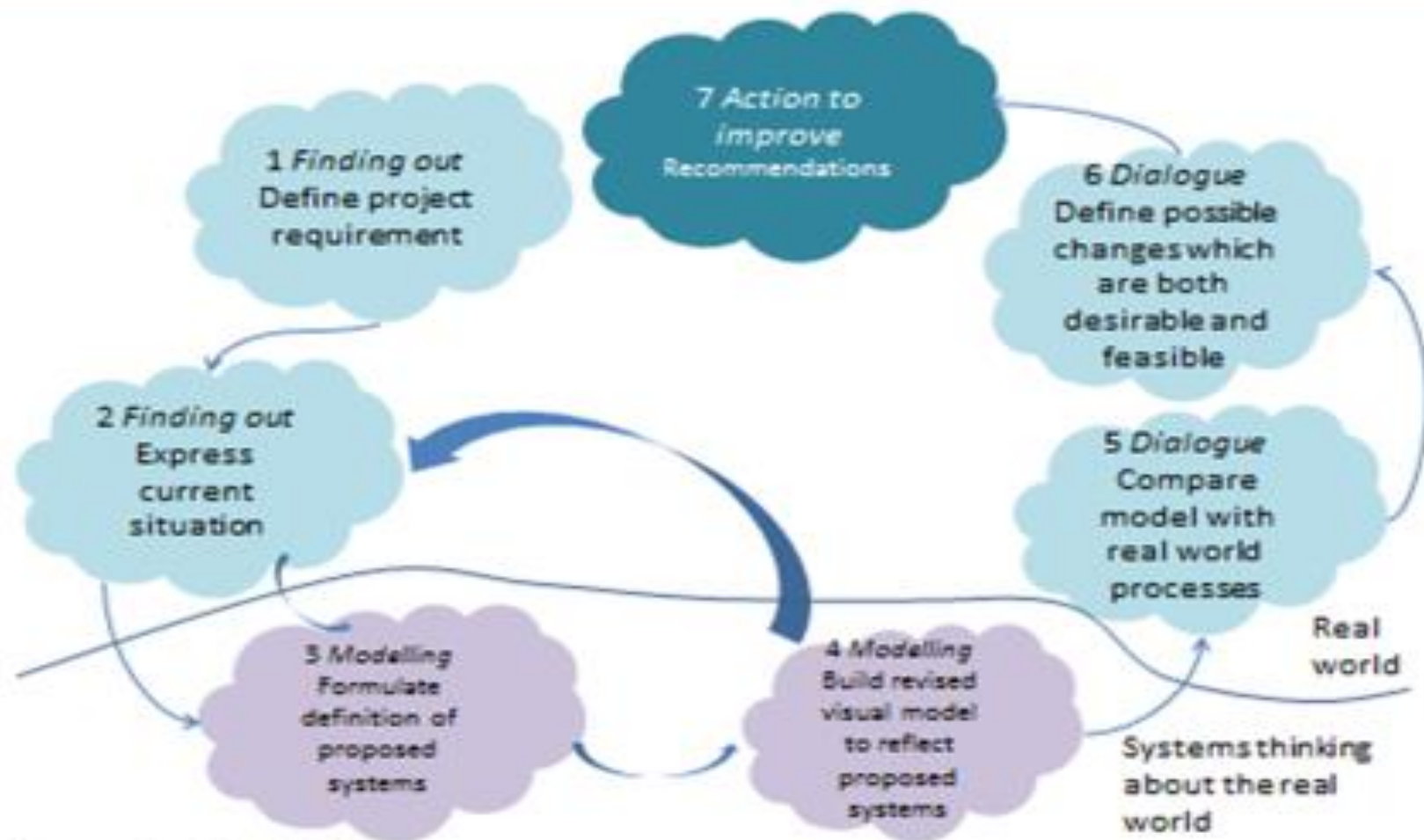
Models were considered for their purpose along with how they were beneficial, workable and appropriate to the situation. Models gave the basis for discussion that led to clarity about the required model for improvement (Lester and Costley, 2008). My colleagues were involved in future professional development therefore their input was important and critical for success. At the end of stage, consensus and broad agreement emerged on improvement that was both feasible and desirable.

3.2.4 Stage 4 – action-to-improve

In Stage 4, I used action-to-improve to demonstrate how a feasible and desirable model of professional development could bring change to a situation. In this case, feasible and desirable changes would lead to improved performance (Checkland and Poulter, 2006: 56). Stage four considered the feasible and desirable recommendations for performance improvement, as shown in cloud 7 in Figure 10.

Figure 10

Soft systems methodology – action to improve



Source: Checkland 2010.

Applying action-to-improve measures could avert further poor performance by introducing new and improved performance measures. In this case, I could prevent new contracts being developed that did not specify an accurate scope of work. Better contracting could potentially save millions of dirhams, and improve the return on investment. Therefore, improvement in commissioning of professional development services for the wider school workforce was necessary.

3.3 Data analyses

Data analysis proved lengthy. The method of data analysis was determined by the type of data gathered. My analysis of data was ongoing as the project progressed. The unstructured interviews gathered narrative data that I recorded along the way. I mapped similar information that was accumulating and the 'chunking' for it became clear (Wengraf, 2004). Where information could not be corroborated, the information was discarded. Where there were common discussions about an issue, I explored it further. Eventually, I condensed my recordings down to the 'chunked' information because the amount of information was too much to handle. On the third round of interviews the information gained confirmed the chunking as valid and reliable.

3.4 Triangulation

Triangulation considered the views from different perspectives as shown in Figure 7. For the data collected from the four sources of data, I triangulated the results using other sources. Vendor reports and the professional development reports were returning similar results. The vendor was commenting about the professional development provision given and the Professional Development Department was commenting on the professional development provision received. Both parties returned similar findings that triangulated and therefore could be considered valid

Conversely, findings from the unstructured interviews were from individual participants and recorded their personal experience of professional development. Individuals' 'lived' opinions are a true reflection of their experience, they cannot be deemed incorrect. Further, two people may have the same experience but recollect different 'lived' experiences

depending on how they experienced the event. Therefore, although the unstructured interviews gathered much information, the information needed to be triangulated to ensure there was a consensus of lived judgement about the professional development. For that reason the Particular Narrative Incidents gathered into 'chunks' of information validated the quality of the information gathered.

It was the colourful 'lived' experience of the interviewees that provided informal information that could not be gained from formal reports or settings. Therefore, the unstructured interviewees were necessary for considering the 'lived' experience that would not readily have been available.

Findings from the principal leadership survey designed by the vendor were used to measure the effectiveness of the professional development received in terms of principals and cluster managers' views of the principals' performance. As a result of professional development provision, principals ought to have improved their performance and this should have been reflected in principals' practice. Whilst practice did show improvement in the three areas of student centred classrooms, literacy and numeracy, there was not significant improvement in learner attainment. Triangulation indicated that improvement in the principals' performance was not significantly impacting on learner performance.

3.5 Validity and reliability of this research

It was important that the data gathered was valid and reliable (Bryman and Bell, 2007). To ensure validity and reliability, I discarded information that could not be substantiated by others' contributions. By discarding weak information, I drastically reduced the unreliability of information. I cross referenced my data between reports, surveys and unstructured interviews to establish the reliability and validity of what was being said (Blumberg, Cooper and Schindler, 2008; Cohen, Manion and Morrison, 2007). I ensured that only information about the professional development was included, thereby increasing the validity of the information gathered. Moreover, I used triangulation of the various reports to confirm that the data produced was corroborated, thereby increasing reliability. Because

only information that was corroborated was used, the chunks of information, or Particular Narrative Incidents, emerged and proved valid and reliable (Borg, Gall and Gall, 1993; Cohen, Manion and Morrison, 2007; Wengraf, 2004).

3.6 Conclusion

In Chapter 3, I outlined my research approach in investigating the poor vendor performance that formed the basis of my research. I considered the research methodology using SSM Stages 1, 2, 3 and 4 and the appropriate stage tools. Next, I discussed my role as a practitioner, practitioner/researcher and researcher and followed this by exploring the ethics of researching. I then considered my project's outcomes and the resources used in this project, followed by the reliability and validity of the presented results. In Chapter 4, I apply the SSM methodology to my research situation, to investigate poor vendor performance. Further, I consider and discuss findings from the worldview of professional development and the wider school workforce.

Chapter 4 Project activity

4.0 Introduction

In the last chapter, I considered the research methodology and how it was applied to my research project to address the three research questions of:

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

In this chapter, I apply the SSM methodology to my research situation, to investigate vendor performance and consider the trends from the qualitative and quantitative data gathered about the professional development. There are five sections in this chapter and they are:

4.1 Stage 1 - Finding out

4.1.1 Analysis I – roles, norms and values,

4.1.2 Analysis II – social and cultural

4.1.3 Analysis III – political and the rich picture

4.2 Stage 2 - Making purposeful activity – professional development

4.3 Stage 3 - Dialogue – professional development

4.4 Stage 4 – worldview - Action to improve

4.5 Conclusion

4.1 Stage 1 - Finding out

Stage 1, finding out about the problematic situation, is discussed following the SSM's four stages and sub-stages. I begin with Stage 1, the three types of analysis, as follows:

- Analysis I
 - roles, norms and values

- Analysis II
 - social and cultural
- Analysis III
 - political

Although the SSM stages and tools appear linear, it is more of a guideline to loosely follow (Checkland and Poulter, 2006). The four stages of finding out, making purposeful activity models, dialogue and action to improve have been considered throughout this project. As the project developed, one stage influenced another and stages moved back and forward throughout the SSM process. My project did not evolve in a linear manner throughout the research process but took dips and turns along the way. However, for reporting purposes, my project has been discussed in a logical order for reader clarity.

I started with Stage 1, finding out. To set the scene, I used Analysis I to highlight the key roles of the stakeholders, their norms and values in the research. I followed this by using Analysis II, which considered the social and cultural issues surrounding the research. I used Analysis III, the political influence, and finally created the rich picture. Checkland and Pouter considered the rich picture first, but I preferred to carry out the three analyses to inform the rich picture. I therefore used the SSM process in a way that facilitated the reporting of this project (Checkland and Poulter, 2006).

4.1.1 Analysis I – roles, norms and values

In Analysis I, consideration was given to the roles, norms and values of each stakeholder. It was important to clarify who the stakeholders were to indicate their responsibilities and relationships to one another in the professional development environment. The stakeholders consisted of: senior directors, the procurement department, vendor, cluster managers, principals, vice principals, Professional Development Department and myself in my work role. For clarity, I first give background to this project followed by considering each stakeholder, their role, norms and values within the worldview of professional development.

The New School Model was designed as a bottom-up approach, starting with kindergarten (KG) and Cycle 1, moving up a year, every year, until completion in Cycle 3, Grade 12. The model aimed to build capacity, engage stakeholders, improve public and private school performance, and improve learner performance, whilst, importantly, retaining the culture, heritage and traditions of the country. The strategic plan for the New School Model was designed by senior directors, and has six priorities:

Priority 1: Elevate school quality in Abu Dhabi to international standards.

Priority 2: Improve access to kindergarten through to Grade 12 education.

Priority 3: Provide students with affordable options for high quality private education.

Priority 4: Preserve United Arab Emirates' culture and heritage while developing successful careers.

Priority 5: Build Abu Dhabi Education Council as an organisation and enhance organisational capabilities.

Priority 6: Actively engage stakeholders (NSM, 2010).

Senior Directors: The senior directors' role, it was expected, would be to improve school performance by contracting with a vendor for the professional development services and to provide financial approval for the execution of the vendor contract. It was expected that the norm would be that the New School Model and vendor contract would be well defined, and agreed by both parties to achieve improved performance. If there was a lack of a defined scope in the contract then the content of the provision would be unspecified and open to interpretation by both senior directors and the vendor. It would be expected that the value of the senior directors would be that the performance of the New School Model would improve and principals and vice principals' performance and, as a result, learner performance would improve.

Professional Development Department: The strategy for professional development for the New School Model centred on four main initiatives:

- Developing professional development programmes to assist principals/teachers in meeting the minimum requirements of Abu Dhabi Education Council's professional standards.
- Planning and developing incentives for professionalism in school leadership and teaching.
- Creating a performance management system and a reporting mechanism for all external providers.
- Creating a database to track principals/teachers' competencies and professional development (NSM, 2010).

The Professional Development Department's role was to design and facilitate professional development and report monthly to the Senior Directors. The role included agreeing a professional development model, measuring performance improvement, judging vendor performance and monitoring participant satisfaction. Since the department was established late in the contract, their contribution was in the later stages of the contract, making their role difficult to achieve. It was expected that the norm would be that logistics were organised, monitored and addressed, to ensure professional development was delivered effectively. It was expected that the value of the Professional Development Department would be delivery of principal, vice principal and teacher professional development for performance improvement.

Vendors: The programme the vendor was contracted to deliver centred on four areas of the New School Model that included learner-centred classrooms, numeracy, literacy and learner-centred learning. A learner-centred classroom would be recognised by:

- signs, decorations and labels in both English and Arabic
- a 'print-rich' environment
- new and necessary supplies, materials, and resources
- support for different types of learning (e.g. large group, small group)
- displayed student work on walls and bulletin boards

Numeracy included:

- addition and subtraction
- multiplication and division

- fractions, decimals and percentages
- chance and probability
- patterns and algebra
- measurement and data
- space and geometry.

Literacy included:

- spelling and vocabulary
- punctuation
- writing clearly and with ideas
- sentence structure
- grammar and reading
- spoken language for communication (e.g. instructions, conversations)
- spoken language for thinking (e.g. questioning, opinions, arguments)
- phonics and phonic awareness.

Learner-centred instruction included:

- creating the classroom environment and learner expectations
- facilitating small-group instruction
- promoting active participation by learners (e.g. structured games, free exploration and movement)
- using active engagement strategies (e.g. think-pair-share, choral response, and response cards) (PLS, 2011).

It was expected that the vendor's role would be to provide professional development to support the introduction of the New School Model, to strengthen performance and school improvement. Further, they were to report monthly to the senior directors about the progress of the contract. It was expected that the norm for the vendor would be to fulfil the contract and gain contract payment. The value was expected to be that the vendor's aim was for profit and to secure a renewal of the professional development contract for another year.

Principals and Vice Principals: The role of professional development for principals and vice principals was to improve their performance and the performance of their schools, staff and learners. It would be expected that

the norm would be that principals and vice principals would want to improve their performance and attend professional development sessions. Those who did not attend professional development may have believed they did not need to improve. It was expected that principals and vice principals would value the professional development for improved performance of staff, themselves and learners.

Cluster Managers: The role of the cluster manager was to support professional development in the school, aiming to mentor and improve the competence of the principals and vice principals. The norm would be for a cluster manager to agree and coach principals and vice principals towards performance improvement. The degree to which coaching and mentoring was given, or the degree to which it was accepted by principals, is unknown. It was expected that the value for the cluster manager would be for improvement in those they coached and mentored i.e. the principals and vice principals. If the cluster manager did not envision coaching and mentoring as part of their role, then their value to the system would be diminished. Further, there would be a loss to the system of the skills and knowledge that could be transferred by managers to principals and vice principals. However, in some cases, the cluster managers may not have wanted the Principals and Vice Principals to improve, because their job would become redundant. Therefore, self-interest could have prevented cluster managers from effectively coaching and mentoring principals and vice principals' performance improvement.

Procurement Department Staff: The role of Abu Dhabi Education Council's Procurement Department was to contract with the vendor for professional development and allocate the budget. It was expected that the norm would be to pay the vendor once all contract obligations had been satisfied. It was expected that the value from the Procurement Department came in ensuring the contract requirements were met, the return on investment was evident and payment could be approved. This would justify their choice of vendor.

My Role: I played two roles in this project, as a practitioner and a researcher. My dual approach allowed me to consider the situation from the angles of work and research. As a researcher, my role was to dive

into the messy situation, unravel issues and increase my understanding of those issues. As a worker, my role was to commission professional development for 12 newly created wider school workforce staff positions being introduced for the first time into the New School Model. The norm was to research extensively worldwide to identify the best vendors for each newly created position and to ensure maximum value from the contracts. The value of my work and research role was to find out the cause of the poor vendor performance and to avoid further contracts producing substandard performance.

4.1.2 Analysis II - Social and Cultural

Having discussed the roles, norms and values of each stakeholder in Analysis I, I next considered Analysis II, the social and cultural views of stakeholders. In Analysis II, I used unstructured interviews to explore the views of stakeholders because they reflected their social and cultural stances. Because it was impossible to disconnect my work situation from my research and social situations, some interviews were gathered from work, some from research and some from social situations.

Unstructured Interviews: I considered the results from the unstructured interviews that considered the social and cultural aspects of stakeholders' views. Interviews included stakeholders from many areas and their comments were coded to identify views as follows: 'P' for principal, 'T' for teacher, 'CM' for cluster manager, 'V' for vendor, 'PC' for potential contractor, 'PDD' for Professional Development Department employee and 'SD' for senior director. To gather data, I used a three interview approach, because the issues of poor vendor performance were unknown. The first approach questions were directed to interviewees and were completely open. The questions were essentially, 'you have been on professional development, what was it like?', 'what have you heard lately about professional development?' or 'Hi, what is happening with professional development now?'

In the second round the questions were more focused to confirm data. They included, 'I heard the about the venue (training facility), what is the situation?' or 'I heard some feedback about the training materials, what is

the situation?’ Although I was not prodding or influencing answers, I was confirming my understanding of specific areas of data.

It was on the third round of questioning that I focused questions around the chunked data (Wengraf, 2004). Using a deductive method of open questioning gave me the true narrative of the interviewees’ collective voice. As I collected data I noted and transcribed at a later time to capture interviewees’ narratives. In order to make sense of the data gathered from the unstructured interviews and to give it value, I classified the number of responses gained from all interviewees into four categories to indicate the strength of judgement about each comment. The number of comments and related comment in each category, in total, ranged on average from 1 to 14 and were categorised as follows:

- one to two comments – low
- three to five comments – moderate
- six to eight comments – high
- nine or more - very high.

Additionally, the results from the unstructured interviews were grouped into similar responses and presented within three main categories of:

- professional development
- vendor
- cluster managers.

Professional Development: Professional development was divided into six sub-categories relating to views expressed by stakeholders. Similar comments were grouped together to reflect clusters of views under the sub-headings of:

- initial training needs assessment
- relevance
- context
- delivery
- attendance
- venue.

With the initial training needs analysis, a moderate number of interviewees thought an initial assessment was not adequately carried out. Inaccurate determination of the level of professional development

need resulted. Comments received from unstructured interviews about initial assessment were summarised, stated and included ‘They (Vendor) did one visit to a school for half a day and established the level of performance for principals and vice principals’ (PDD 1, 5, CM 1). Datum 1, therefore, showed that the initial assessment was carried out over too short a time to accurately establish the level and content of professional development required. Data indicates that the lack of an accurate initial training needs assessment had a moderate effect on the poor vendor performance.

Datum	Unstructured	Professional	Initial assessment	Moderate
1	interviews	development datum 1	was carried out over too short a time to accurately establish the level and content of professional development required.	

In terms of relevance, a low number of interviewees thought professional development had relevance only for some staff attending professional development. Relevance of the content of professional development was particularly important (Wayne, *et al.* 2008: 470). Unstructured interview comments indicated that the relevance of the professional development was questioned. Similarly, the purpose and the rationale for the professional development had not been made clear, so that I heard ‘What has this professional development got to do with me?’ (P 2, 3). In short, data showed that staff questioned the relevance of the professional development for their own application in everyday life, a point indicated as important in an improvement situation (Desimone, 2009; Little, 1993). Datum 2 indicated that because the professional development was not relevant, it did not serve its purpose and had a low contribution to poor vendor performance.

Datum 2	Unstructured interviews	Professional development datum 2	Staff questioned the relevance of the professional development for their own application.	Low
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In terms of context, a moderate number of interviewees thought professional development was not appropriate for all cycles of staff. Further, professional development is most effective when it is integrated into the school's daily life (Garet, *et al.* 2001). The following unstructured interview comments questioned whether the rationale of the professional development was clear for principals involved and is summarised as: 'I'm in secondary, this is for kindergarten' (T 4, P 1, 3 CM 2, 3). Because only KG and Cycle 1 schools were following the New School Model, professional development was directly relevant to them. Because professional development was not tailored for Cycle 2 and 3 staff, it lacked relevance. In brief, datum 3 showed that efforts to prepare Cycle 2 and 3 staff were misdirected. Because professional development was not connected directly to work performance, it therefore had a moderate contribution to poor vendor performance.

Datum 3	Unstructured interviews	Professional development Datum 3	Efforts to prepare Cycle 2 and 3 staff were misdirected.	Moderate
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When it came to content, a very high number of interviewees thought some vendor content was outdated, not contextualised, lacked challenge and was insensitive to the requirements of the local culture. Comments from unstructured interviewees can be summarised as, 'I want the latest techniques in school administration' (P 3, T 5, 7) and 'I want a challenge' (P 3, T 2, 6, 7). Further, the vendor was from America and their application of their provision to the local environment was questioned. 'They are American (vendors) and they don't know how things work around here' (PDD 1, CM 1), indicated that the vendors were not familiar

with local customs and practices. Summarised comments were reported as: ‘Some content was insensitive (to the culture)’ (PDD 1, 3, T 6, 7, P 3). Datum 4 showed that the context of professional development lacked acceptability, applicability and relevance to work and therefore had a very high contribution to poor vendor performance.

Datum 4	Unstructured interviews	Professional development datum 4	The context of professional development lacked acceptability, applicability and cultural sensitivity for the recipients.	Very High
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In terms of delivery there were positive and negative comments returned. A moderate number of interviewees thought that delivery of professional development was acceptable, with it receiving some positive comments summarised as follows: ‘The trainers were actually quite good’, (PDD 2, 4). ‘I learnt a lot, it was very engaging, it was very effective (professional development)’ (T 1, 4, 5, 6). ‘The vendor performance was ok’ (PDD 3, 5). However, a very high number thought the professional development was not engaging or challenging, with comments summarised as: ‘The vendor’s delivery is not very good’ (P 2, 3, T 4, 8, PC 1, 3). ‘I have stopped going (to professional development)’ (P 3, T 5) and ‘This is too easy’ (P 2, 3, T 4, 5, PDD 1, 2, 4). ‘The principals and vice principals are bored with the professional development’ (PDD 1, 4, P 2, 3, T 2, 6, CM 4, PC 2, 3). In brief, the weight of opinion was more negative than positive regarding professional development. Therefore, datum 5 showed that delivery was unengaging and unacceptable to the recipients and had a very high contribution to poor vendor performance.

Datum 5	Unstructured interviews	Professional development datum 5	Provision was unacceptable to the recipients.	Very high
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Regarding attendance, a very high number of interviewees thought lack of notification affected attendance. Dropping attendance was a concern for a

senior director who stated: 'Please take attendance and report to me' (SD 1). Comments made by the Professional Development Department, stated: 'Attendance has really dropped off' (PDD 1, 3, 5). However, the following summarised comments also questioned whether there was adequate notification, 'The Professional Development Department didn't tell us the professional development was on' (P 2, 3, T 2, 3, 5, 7). In brief, datum 6 showed that attendance dropped and non-notification to participants therefore had a very high contribution to poor vendor performance.

Datum 6	Unstructured interviews	Professional development datum 6	Non-notification of participants was a contributing factor in dropping attendance rates.	Very High
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With the venue, a moderate number of interviewees thought the venue, cleanliness of the venue and logistics for the venue needed to be coordinated. Unstructured interview comments included 'The room was a mess; we cleaned it up so the professional development could happen' (PDD 3, 5). Some respondents stated, 'We organised all the food otherwise they (principals, vice principals and vendor) would not have had lunch' (PDD 1, 3, 5). It was only on a Professional Development Department staff member's own initiative that the venue was useable, reflected by the statement, 'That is the best venue we've got' (PDD 1, 3, 5,). In short, datum 7 showed that the venues' suitability was questioned and could have been planned better. It therefore had a high contribution to poor vendor performance.

Datum 7	Unstructured interviews	Professional development datum 7	The venues suitability was questioned as unsuitable.	High
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To conclude the data from the unstructured interviews, seven main pieces of data emerged of which three were in the 'very high' category. Additionally, professional development issues were identified that contributed to poor vendor performance.

Vendor: Next, the unstructured interviews indicated views about the vendor and these were discussed within two sub-headings of:

- adequacy of materials
- vendor profit.

In terms of adequacy of materials, a moderate number of interviewees thought vendor provision was inadequate, with materials being of too low a level. Comments from interviewees from the unstructured interviews were summarised as ‘The vendor has been asked to fix it (professional development) but won’t because it’s not in the contract’ (PDD 1, 3). ‘The vendor took liberties with the materials, now we are clawing back’ (PDD 1). ‘We are clawing back on all materials, it’s about a million (dirhams)’ (PDD 1, 2). I sampled the vendor materials myself and judged they were at too low a level, had little information on each page and were too simple for principals and vice principals’ needs. Because the materials were paid per page and the vendor had a profit motive, the materials were not dense in content and therefore lacked suitability. In short, the vendor abused the terms of the contract by spreading the information in the materials very thinly. When asked to rectify the issue, because it involved extra work and cost for the vendor, the request was initially rejected but subsequently rectified in part. Datum 8 showed that financial claw back from the vendor was necessary because provision was not at the required standard and therefore it had a moderate contribution to poor vendor performance.

Datum 8	Unstructured interviews	Vendor datum 8	Provision was not at the required standard and there was a claw back of payment made.	Moderate
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In terms of vendor profit, a very high number of interviewees thought the vendor was too profit orientated. Comments from interviewees can be summarised as: ‘I have met the owner of the vendor company; he just wants the profit’ (PDD 3, 5). Further, there were comments like, ‘Their (vendor) programme is no different to what you find in the market’ (PDD 1, 3, CM 1, P 2, T 1, 3, 4). Therefore, datum 9 showed that because the

vendor's drive for profit affected the quality of the programme it therefore had a very high contribution to the poor vendor performance.

Datum 9	Unstructured interviews	Vendor datum 9	The Vendor's drive for profit affected quality of the programme.	Very high
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In conclusion, the unstructured interviewee comments about the vendor resulted in two pieces of data which indicated that provision was inadequate. Additionally, because the vendor was so profit orientated, the quality of vendor provision was not as high as it could have been and had a very high effect on vendor performance. This concludes the data from the unstructured interviews about the vendor.

Cluster Manager: Next, from the unstructured interviews, views about the role and performance of the cluster managers were gathered from a wide section of stakeholders. The role of the cluster manager was considered within two sub-headings of:

- monitoring of programme
- impact on school performance.

In terms of monitoring the programme, a very high number of interviewees thought that cluster managers were reluctant to be monitored and had little value in school operations. Data from the unstructured interviews can be summarised as, 'Y does not want the Professional Development Department involved in monitoring vendor performance,' (PDD 1, 2, 4) and 'My cluster manager comes in, has a wander about and then leaves,' (T 1, 2, 3, 5, PDD 5, P 1, 3, PC 1, 2, 3). Being the link between professional development and the school, the cluster manager's role was to ensure their principals', vice principals' and learners' performance improved. Monitoring of professional development would require monitoring the cluster manager's performance and such monitoring may have exposed cluster managers' value in the New School Model. A strong, robust inspection system of school operations would have been of value, including monitoring of principal performance, preparing action plans of improvement and reporting on progress. Datum 10 therefore showed that the monitoring, reporting and feedback work carried out by

cluster managers, was not effective and therefore, it had a very high contribution to poor vendor performance.

Datum 10	Unstructured interviews	Cluster Manager Datum 1	Cluster managers' performance did not appear to impact school performance.	Very high
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To conclude, one piece of datum emerged that had a very high impact and contribution to poor vendor performance. This concludes the data for cluster managers from the unstructured interviews. In Analysis II, social and cultural considerations, ten pieces of data from views gathered from the unstructured interviews about professional development emerged.

4.1.3 Analysis III - Political

Having set out the data from Analysis I and II, the next step was to use Analysis III, to establish the political aspects of this research. To consider political aspects, I used three main sources: vendor reports, Professional Development Department reports and the principal leadership survey. The reports were formal, considered from the perspective of the stakeholders, and provided factual information.

Vendor Reports: To consider the political viewpoint, vendor reports were submitted to Abu Dhabi Education Council monthly and reported vendor progress. The vendor reports were considered within three main categories of:

- professional development
- principals and vice principals
- learner impact

To assist in comprehension and judgement of reported data, a value of positive or negative outcome clarified the value of each datum.

Professional Development: The vendor's point of view, reported in the vendor reports, was considered from the political viewpoint, within four sub-headings of:

- structure
- content

- attendance
- suitability

In terms of the structure of professional development, data from the vendor reports indicated that regular professional development sessions were held throughout the Emirate. The provision totalled 73 one-day sessions from September to April and another 13 in May, making a total of 86 sessions (SCS, 2010). In short, the data was positive and showed that the vendor delivered and fulfilled the contract delivery schedule, as shown in datum 11. Data supported the idea that professional development was planned and thereafter contributed positively to vendor performance.

Datum	Vendor	Professional	The Vendor delivered	Positive
11	Report	development	and fulfilled the contract	
		datum 1	delivery schedule.	

In terms of content, from September to May, 88 unique modules were developed by the vendor and approved by Abu Dhabi Education Council for principals and vice principals (SCS, 2010). Datum 12 was positive, as materials and contract requirements were fulfilled and had a positive contribution towards vendor performance.

Datum	Vendor	Professional	Modules produced were	Positive
12	Report	development	approved by Abu Dhabi	
		datum 2	Education Council and	
			fulfilled the contract	
			requirement.	

In terms of attendance, data from vendor reports indicated that the Professional Development Department did not notify staff in all occasions about professional development sessions. As a result, attendance rates reduced over time. The vendor reports indicated that the average attendance rate between September and March was 80% with the number attending in March (79% or 705) decreasing further (68% or 602) in May. The reduction in May was partly because of non-notification to principals and vice principals in Cycle 2 and 3 schools. Further, non-notification occurred once in April and six occasions in May. In brief,

Datum 13 was negative and showed that the Professional Development Department's non-notification to principals and vice principals affected attendance numbers. Because the data indicated that professional development needed to be planned, and in part it was not, it therefore had a negative contribution to poor vendor performance.

Datum	Vendor	Professional	Non notification	Negative
13	Report	development	affected attendance	
		datum 3	numbers	

In more detail, data from vendor reports indicated that ratios for KG and Cycle 1 attendance was 1:10 in one location, 1:11 in another, indicating high attendance for KG and Cycle 1 staff. In Cycle 2 and 3, attendance was 1:7 ratio in one location, 1:5 ratio in another and 1:2 ratio in yet another, indicating lower attendance by Cycle 2 and 3 staff. Therefore, Datum 14 was negative and showed that professional development suited KG and Cycle 1 staff better than Cycle 2 and 3. Data showed that the professional development for Cycle 2 and 3 teachers was not targeted or as appropriate as it should have been and therefore contributed to poor vendor performance.

Datum	Vendor	Professional	Professional development	Negative
14	Report	development	suited KG and Cycle 1 staff	
		datum 4	better than Cycle 2 and 3.	

In terms of suitability of professional development, data from vendor reports indicated that professional development was not designed for improving principals and vice principals' administration of schools. As a result, at the end of March, the vendor's 'repurposing' of professional development was planned to concentrate on principals and vice principals' management techniques for improved school administration. By April, repurposing was implemented and caused 'general confusion' for principals (Vendor May, 2011: 10). As a result, Abu Dhabi Education Council had issues with the vendor's content and suitability for all levels of staff. The necessity of repurposing indicated that vendor performance was not effective and had to be changed to meet the needs of the principals. Datum 15 shows that repurposing, due to the confusion caused, was

negative and was an admission by the vendor of the unsuitability of the professional development content.

Datum 15	Vendor Report	Professional development datum 5	Repurposing of professional development was an admission of the unsuitability of the vendor's content.	Negative
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Principals and Vice Principals: Next, principal and vice principal data from the vendor reports was considered in the following five sub-headings:

- attendance
- satisfaction levels
- content usability
- improvement in learner performance
- principal's self-assessment of performance.

In terms of attendance, data from vendor reports indicated that many vice principals in Cycle 2 and 3 did not attend professional development sessions. Data also indicated that vice principals in KG and Cycle 1 showed second to lowest attendance rates (ranging from 70% to 75%) worsened only by vice principals in Cycle 2 and 3 (who recorded 55% in April and 51% in May) (Vendor May, 2011: 10). Vice principals, in all cycles, did not attend as regularly as all other categories of staff. Datum 16 showed that vice principals thought professional development was not appropriate to their role in the school. Therefore, being negative data it contributed to poor vendor performance.

Datum 16	Vendor Report	Principals and vice principals datum 6	Professional development was not appropriate to the job role in the school.	Negative
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In terms of satisfaction levels, data from vendor reports indicated that the vendors considered principals and vice principals were highly satisfied

and valued the learning. Data from vendor reports indicated that after repurposing of professional development KG and Cycle 1, principals had an 83% overall satisfaction rating in April and 83% in May. Whereas, Cycle 2 and 3 reported 75% satisfaction in April and 79% in May, indicating greater satisfaction from KG and Cycle 1 participants. In May, after vendor repurposing, principal and vice principal evaluations were recorded by the vendor as being 'very engaging' and 'very effective' (Vendor May, 2011: 9). Very high satisfaction rates, being 2% off the highest previous returned satisfaction rate were recorded. Furthermore, data from vendor reports indicated that participants were satisfied, indicating a positive outcome (Vendor May, 2011: 9). Datum 17 showed that repurposing of professional development therefore had a positive effect of increasing the principals and vice principals' levels of satisfaction.

Datum 17	Vendor Report	Principals and vice principals datum 7	Re-purposing of professional development had a positive effect and increased the principals and vice principals' levels of satisfaction.	Positive
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Further, data from vendor reports indicated that vice principals' results showed more satisfaction by KG and Cycle 1, than Cycle 2 and 3. The results from vendor reports indicated high levels of satisfaction for vice principals in KG and Cycle 1, but not as high for Cycle 2 and 3. Further, datum 18 showed vice principals had a lower satisfaction rating in all cycles. Therefore, the lack of participant satisfaction contributed negatively to vendor performance.

Datum 18	Vendor Report	Principals and vice principals datum 8	KG and Cycle 1 Principals had higher levels of satisfaction than Cycle 2 and 3 and Vice Principals had lower satisfaction for all cycles.	Negative
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In terms of content usability, data from the vendor reports indicated that content was of value and use to principals and vice principals. Vendor

reports indicated that content usability was reported at 83.5% in May, with content that was ‘very useful’ and ‘most likely to be used’ (Vendor May, 2011: 11). Therefore, datum 19 showed consistency in the value of professional development for attendees and contributed positively to vendor performance.

Datum 19	Vendor Report	Principals and vice principals datum 9	The vendor reported consistency in the value for attendees of the professional development.	Positive
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In terms of improvement in learner performance, the rate was calculated using the baseline score taken by subtracting the April 2011 score from December 2010 score, giving the rate of development over time. Results of improvement, in four New School Model schools, indicated rates of performance improvement as a percentage, in the following areas:

- student centred classrooms 20.0%
- literacy 19.6%
- numeracy 8.5%
- student centred instruction 5.8% (Vendor May, 2011: 13).

Data from vendor reports indicated that learner-centred classroom presentation of materials showed greatest improvement of 20%, followed by numeracy instruction at 19.6%, literacy instruction at 8.5% and lastly learner-centred instruction at 5.8%. In brief, most improvement was in learner-centred classrooms, in both Arabic and English, characterised by ‘rich-print’ environments, for small and large groups (Vendor May, 2011: 13). Data from the vendor reports indicated that the lowest results were obtained in learner-centred instruction, that is, student participation, engagement, manual dexterity, small group instruction and setting rules and expectations for learners (Vendor May, 2011: 13). In short, although data were presented positively, datum 20 from Vendor Reports indicated that the effect of the professional development was negative, because it was not reaching the learner and therefore contributed to poor vendor performance.

Datum 20	Vendor Report	Principals and vice principals datum 10	The effect of the professional development, in the New School Model, was not reaching the learner.	Negative
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In terms of principals' self-assessment of performance, data from vendor reports indicates that cluster managers had not made the standard for principal performance explicit. Principals may not have seen the need for professional development because they may not have been fully aware of the standard, work duties or how to identify successful school improvement practices. As a result, principals may not have judged the need for professional development because they judged themselves to be performing to the best of their ability, or did not consider they could improve further. Additionally, data were negative and showed that principals over-estimated their own performance, and had a far higher view of their skills as leaders, than judged by the vendor or their cluster manager. Because datum 21 showed principals over estimated their performance, there could have been a reluctance to change attitude and belief that therefore negatively affected the outcome of the vendor's performance.

Datum 21	Vendor Report	Principals and vice principals datum 11	Principals judged themselves at a high level of performance but cluster managers did not agree.	Negative
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To conclude, data from the vendor reports about principals and vice principals indicated that professional development was better aligned and more suitable to KG and Cycle 1. Further, principals and vice principals' views of their own ability, in comparison to the view of cluster managers, needed to be addressed to align expectations. However, the main concern for the professional development and the New School Model was that professional development delivered by the vendor to the principals and vice principals was not having an impact on the learner.

Learner impact: Next, the impact on the learner form the vendor’s point of view, expressed in the vendor reports submitted monthly to the senior director in Abu Dhabi Education Council, was considered in relation to two sub-headings of:

- improvement to learner-centred instruction
- principals’ knowledge of learners needs that raises student levels of performance.

In terms of improvement to learner-centred instruction, data from the vendor reports indicated that, over a five month period, on average 1% per month improvement was gained, indicating a low level of progress. Additionally, data from vendor reports indicated that principals had low levels of expectation from learner performance. Further, data indicated that learner-centred attainment needed to improve, a central consideration of the New School Model. Because of the principals’ low expectations of learner outcomes, learners were not being challenged. Therefore, datum 22 showed a negative result, and showed a need for principals to challenge and expect higher levels of performance from learners. Because the professional development was not leading to a significant change in improved learner performance, it contributed to poor vendor performance.

Datum	Vendor	Learner	Principals need to challenge	Negative
22	Report	impact	learners and expect higher	
		datum 12	levels of performance from	
			learners.	

In terms of principals’ knowledge of learners’ needs to raise student levels of performance, data from vendor reports indicated that principals were unaware of the learning outcomes and how to implement learner-centred instruction. To be effective and successful, professional development needed to be of high quality and relevant to teachers’ needs (Garet, *et al.* 2001). Additionally, the vendor had not given sufficient direction to cluster managers and principals on how to improve learner-centred instruction. In short, datum 23 showed that impact on learner improvement was minimal because of a failure by the vendor and cluster managers to identify and

address student-centred instruction. Therefore, a lack of direction by the vendor and cluster managers contributed to poor vendor performance.

Datum	Vendor	Learner	Impact on learner	Negative
23	Report	impact	improvement fell short	
		datum 13	because of a failure by the vendor and cluster managers to identify and address learner-centred instruction.	

To conclude, 13 pieces of data emerged from the vendor reports, on professional development for principals, vice principals and learner impact. Four of these were positive and nine negative. This concludes the data from the vendor report.

Professional Development Department Report: Next, the Professional Development Department report was considered from the Professional Development Department’s point of view. Reports were submitted monthly to senior directors in Abu Dhabi Education Council and centred on two sub-headings of:

- principals’ skills
- professional development.

To assist in the comprehension and judgement of report data, I assigned the value judgement of a positive or negative outcome to clarify the value of that datum. In terms of principals’ skills, data from the Professional Development Department report indicated that professional development could have been better planned. Further, it was not providing principals and vice principals with the skills and techniques needed to support the New School Model transformation. An objective of school administration was to understand and support the New School Model. Additionally, it was to ensure that teachers understood and had access to learning outcomes and achievement targets in various subjects. In short, datum 24 showed that vendor provision was not tailored to meet the New School Model’s requirements. As a result, principals and vice principals were underperforming and learners were making little progress. Therefore,

because professional development was not related to learning outcomes and achievements, it contributed to poor vendor performance.

Datum 24	Professional Development Department Report	Principal's skills datum 1	Vendor provision was not effective and principals and vice principals were underperforming and learners were not progressing.	Negative
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In terms of professional development, data from the Professional Development Department Report indicated that schools did not promote New School Model planning requirements. Techniques needed for planning for the New School Model were not evident in the professional development provided by the vendor. Because datum 25 showed the content did not promote the planning and administration for the New School Model, it therefore contributed to poor vendor performance.

Datum 25	Professional Development Department Report	Professional development datum 2	The vendor did little to support the planning for improved administration of the New School Model.	Negative
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To conclude, the Professional Development Department reports produced two negative pieces of data. This concludes the data from the Professional Development Department reports.

Principal Leadership Survey: Next, the Principal Leadership Survey was considered. The Principal Leadership Survey was conducted by the vendors, surveying approximately 700 principals, and 46 cluster managers, exact numbers of each are unknown and cannot be established. Results were analysed to explore the congruence of thinking between principals and cluster managers about principals' performance in the administration of schools. Although 24 questions were originally asked

in the Principal Leadership Survey, I selected ten that were appropriate to this research. The ten questions were:

- Question 1: Can principals create and implement a strategic plan to improve schools?
- Question 2: Can principals establish clear policies and procedures?
- Question 3: Can principals build a shared vision of excellence?
- Question 4: Can principals organise the delivery of curriculum with high expectation for all learners?
- Question 5: Can principals ensure that all learners receive an effective education?
- Question 6: Can principals motivate teachers and staff?
- Question 7: Can principals provide constructive feedback to employees?
- Question 8: Can principals develop effective teachers?
- Question 9: Can principals encourage teachers to be creative and innovative?
- Question 10: Can principals implement technology to support teaching and learning?

Answers were on a five point Likert scale to determine strength of attitude toward each question, exploring creating strategic plans, having high expectations from learners, how effective the education given was, the principals' approach to teaching staff's technology use, and creativity and innovation. Results were recorded as percentages. Further it was judged by the vendor as follows: don't know, little to no experience, in need of support, competent ability and at the highest point of view, substantial ability. To make sense and judgement of the results, I have recorded percentages but also give a value for comparative purposes. Results ranged from 0% to 75% with the majority falling below 50% and values are as follows:

- over 50% - extremely high
- 40 to 49% - high
- 30 to 39% - moderate
- 20 to 29% - low
- below 19% - minimal.

The Principal Leadership Survey considered aspects of school leadership and learner development in four sub-headings of:

- creating strategic plans
- high expectation and effective education
- principals' approach to teaching staff technology
- creativity and innovation.

Creating strategic plans: Creating strategic plans addressed the ability of the principal to create a strategic plan for the school and was addressed in three questions as follows:

- Question 1: Can principals create and implement a strategic plan to improve schools?
- Question 2: Can principals establish clear policies and procedures?
- Question 3: Can principals build a shared vision of excellence?

Question 1: Can principals create and implement a strategic plan to improve schools?

All staff working within a school were affected by the principal's ability to set the strategy for the year including wider school workforce. Results (shown in Table 5) indicate that principals judged they had a substantial ability to create and implement a strategic plan for schools, but cluster managers disagreed.

Data from the Principal Leadership Survey indicated that principals in general were very positive (41%), and thought they had substantial ability to create and implement a strategic plan. Further, a high number of principals (46%) thought that they were competent in creating a strategic plan for their school. Conversely, a high number of cluster managers stated that few principals had substantial ability (0%), but that principals had competent ability (42%) or were in need of support (42%) indicating a substantial difference in view. Datum 26 showed that principals judged they had high ability to create and implement a strategic plan for schools, but the cluster managers strongly disagreed.

Table 5 Creating strategic plan									
Q	Question	Position	Don't know	Little to no experience	In Need of support	Competent Ability	Substantial Ability	CM Principal	Value
No									
1	Creating and implementing a strategic plan to improve your school	CM	0%	0%	42%	42%	0%	41%	High
		P	0%	0%	8%	46%	41%		
2	Establish clear policies and procedures	CM	0%	8%	25%	42%	8%	46%	High
		P	0%	0%	6%	36%	54%		
3	Build a shared vision of excellence	CM	0%	0%	42%	33%	8%	25%	Moderate
		P	0%	0%	9%	55%	33		
Source: adapted from Principal Leadership Survey 2011.									

Datum Principal Principal Principals judge Principal Cluster
26 Leadership datum 1 they have the Manager
Survey Survey ability to create High Minimal
and implement
a strategic plan
for schools but
the cluster
managers
strongly
disagreed.

Question 2: Can principals establish clear policies and procedures?

All staff working within a school were affected by the principal's ability to set clear policies and procedures. In terms of the wider school workforce, both the registrar and business centre coordinator would directly be affected. Data from the Principal Leadership Survey indicates principals thought they had an extremely high or substantial ability (54%) and a moderate number (36%), judged they had competent ability. On the other

hand, cluster managers thought a minimal number (8%), of principals had substantial ability and high number, (42%) were competent. So again, datum 27 indicated a substantial difference of view. Principals thought they had an extremely high ability to set clear policies and procedure but cluster managers disagreed.

Datum	Principal	Principal	Principals	Principals	Cluster
27	Leadership	datum 2	think they can		Managers
	Survey		set clear	Extremely	Minimal
			policies and	high	
			procedure,		
			but cluster		
			managers		
			disagree.		

Question 3: Can principals build a shared vision of excellence?

All staff working within the school were affected by the principal's ability to build a shared vision. With regards to building a shared vision of excellence, equity and high standards, a moderate number of principals (33%) judged they had substantial ability and an extremely high number of principals (55%) judged they had competent ability. On the other hand, cluster managers, thought only a minimal number of principals (8%) had substantial ability, and a moderate number (33%) had competent ability. Datum 28 showed that principals and cluster managers had a different vision of excellence.

Datum	Principal	Principal	Principals and	Principal	Cluster
28	Leadership	datum 3	cluster managers		Manager
	Survey		have a different	Moderate	Minimal
			vision of		
			excellence.		

High learner expectation and effective education: Next, two questions considered how cluster managers and principals rated principal performance in relation to questions on high learner expectation and learners receiving an effective education. The results are shown in Table 6, and the two questions are as follows:

- Question 4: Can principals organise the delivery of curriculum with high expectation for all learners?
- Question 5: Can principals ensure that all learners receive an effective education?

Table 6 High expectation, effective education									
Q	Question	Position	Don't know	Little to no experience	In Need of support	Competent Ability	Substantial Ability	CM Principal	Value
No									
4	Organise the delivery of curriculum with high expectation for all learners.	CM	0%	17%	42%	17%	8%	17%	Minimal
		P	1%	0%	14%	56%	25%		
5	Ensure that all learners receive an effective education.	CM	0%	0%	42%	25%	17%	27%	Low
		P	0%	0%	6%	45%	44%		
Source: adapted from Principal Leadership Survey May, 2011.									

Question 4: Can principals organise the delivery of curriculum with high expectations for all learners?

All staff working within a school were affected by the principal's ability to deliver the curriculum with high expectations for learners. In terms of wider school workforce, classroom assistants, special education needs classroom assistants/classroom assistants and learning resource coordinators would be affected.

Data from the Principal Leadership Survey indicated that although a low number of principals judged they had substantial ability (25%), while a high number judged they had competent ability (56%) in organising and delivering the curriculum. In comparison, cluster managers thought a minimal number of principals (8%) had substantial ability and a minimal number of principals (17%) had competent ability. The principals and cluster managers' views of the principals' ability to organise the delivery of the curriculum with high expectations differed considerably. Because each

party had a different expectation and standard for organising the delivery of the curriculum, datum 29 showed that alignment of views were needed for both parties to work to the same standard.

Datum 29	Principal Leadership Survey	Principal datum 4	Alignment of views in expectation and standard for organising the delivery of the curriculum needs alignment of views from both parties to expect the same standard.	Principal Low	Cluster Manager Minimal
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Question 5: Can principals ensure that all students receive an effective education?

All staff working within the school were affected by the principal's ability to give students an effective education. When asked if all learners received an effective education, a high number (45%) of principals thought they were competent and a high number (44%), judged they had substantial ability. On the other hand, cluster managers judged a low number (25%), were competent and a minimal number of principals (17%) had substantial ability. Data indicated a substantial difference in views between principals and cluster managers. In short, datum 30 showed that cluster managers did not think principals were delivering an effective curriculum and were not giving learners an effective education, although principals disagreed.

Datum 30	Principal Leadership Survey	Principal datum 5	Principals think they are delivering an effective curriculum and	Principal High	Cluster Manager Low
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are giving
learners an
effective
education.

Table 7 High expectation, teachers									
Q	Question	Position	Don't know	Little to no experience	In need of support	Competent ability	Substantial ability	CM Principal	Value
No									
6	Motivate teachers and staff	CM	0%	0%	58%	17%	8%	67%	Extremely high
		P	0%	0%	1%	20%	75%		
7	Provide constructive feedback to employees	CM	0%	0%	50%	25%	8%	53%	Extremely high
		P	0%	0%	4%	31%	61%		
8	Develop effective teachers	CM	0%	0%	58%	17%	8%	32%	Moderate
		P	0%	0%	11%	46%	39%		
Source: adapted from Principal Leadership Survey, 2011.									

Question 6: Can principals motivate teachers and staff?

Principals' approach to high expectations from teachers. Next, three questions considered principals' approach to their teaching staff in terms of motivation, giving feedback and developing teachers, with results shown in Table 7. Questions raised were as follows:

- Question 6: Can principals motivate teachers and staff?
- Question 7: Can principals provide constructive feedback to employees?
- Question 8: Can principals develop effective teachers?

All staff working within a school were affected by the principal's ability to motivate. In terms of wider school workforce, classroom assistant, special education needs assistants, and learning resource coordinators would be affected. An extremely high number of principals (75%) thought they had substantial ability, with a lower number of principals (20%) thinking they had competent ability to motivate their staff. Whereas, cluster managers

thought only a minimal number of principals (8%) had substantial ability and a minimal number (17%) had competent ability. Datum 31 showed that principals judged themselves to have an extremely high ability to motivate teachers and staff, but cluster managers did not agree.

Datum	Principal	Principal	Principals	Principal	Cluster
31	Leadership Survey	datum 6	think they motivate teachers and staff, but cluster managers did not agree.	Extremely high	Manager Minimal

Question 7: Can principals provided constructive feedback to employees?

All staff working within a school, including the wider school workforce, were affected by the principal’s ability to give constructive feedback to employees. The principals, in an extremely high number of cases, thought they gave feedback to their employees with substantial ability (61%), or with competent ability (31%). Cluster managers, however, thought a minimal number of principals had substantial ability (8%) and competent ability (25%) to give constructive feedback to their employees. Datum 32 showed that principals thought they provided extremely high constructive feedback to employees, but cluster managers did not agree.

Datum	Principal	Principal	Principal	Cluster
32	Leadership Survey	datum 7	Extremely high	Manager Minimal

Question 8: Can principals develop effective teachers?

All staff working within a school, including the wider school workforce, would be affected by the principal’s ability to develop effective teachers. A moderate number of principals (39%) thought they had substantial ability and a high number (46%) thought they were competent in developing teachers effectively. However, a minimal number of cluster managers (8%) thought principals developed teachers effectively and a minimal

number (17%) felt they had competent ability. In brief, datum 33 showed that principals thought they developed their teachers effectively, but cluster managers did not agree.

Datum 33	Principal Leadership Survey	Principal datum 8	Principals think they develop their teacher effectively, although cluster managers did not agree.	Principal Moderate	Cluster Manager Minimal
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High Expectation, Technology: Next, two questions considered how principals encourage teachers to be creative and innovative in their technology use, to support teaching and learning, with results shown in Table 8. The questions are as follows:

- Question 9: Can principals encourage teachers to be creative and innovative?
- Question 10: Can principals implement technology to support teaching and learning?

Table 8 High expectation, technology									
Q	Question	Position	Don't know	Little to no experience	In need of support	Competent ability	Substantial ability	CM Principal	Value
No									
9	Encourage teachers to be creative and innovative.	CM	0%	0%	17%	33%	33%	29%	Low
		P	0%	0%	5%	29%	62%		
10	Implement technology to support teaching and learning.	CM	0%	8%	42%	17%	17%	27%	Low
		P	0%	0%	9%	44%	44%		
Source: adapted from Principal Leadership Survey May, 2011.									

Question 9: Can principals encourage teachers to be creative and innovative?

All staff working within a school were affected by the principal’s ability to encourage teachers to be creative and innovative. In terms of the wider school workforce, mainly teacher assistants and special educational needs assistants would be affected. An extremely high number of principals judged themselves to have substantial ability (62%) and competent ability (29%) with cluster managers judging that a moderate number of principals (33%) had substantial ability and a moderate number (33%) had competent ability in fostering creativity and innovation in teachers. The cluster manager’s view was higher, in general, than data from other areas, indicating more concurrence of the expected performance. Datum 34 showed that principals thought they had extremely high ability to encourage teachers to be creative and innovative, whereas cluster managers thought principals had only a moderate ability.

Datum	Principal	Principal	Principals think	Principal	Cluster
34	Leadership	datum 9	they can		Manager
	Survey		encourage	Extremely	Moderate
			teachers to be	high	
			creative and		
			innovative and		
			cluster		
			managers are		
			more in		
			agreement		
			than not.		

Question 10: Can principals implement technology to support teaching and learning?

All staff working within the school were affected by the principal’s ability to implement technology to support teaching and learning and it affected those working in the school. A high number of principals thought they either had substantial ability (44%) or competent ability (44%) in encouraging use of technology to support teaching and learning. Cluster

managers, however, thought a minimal number of principals had substantial ability (17%) or competent ability (17%) in encouraging use of technology to support teaching and learning. Again, the difference in view between the principals and the cluster managers indicated that no clear standard was in place for classroom use of technology. Datum 35 showed that principals judged they had high ability to implement technology to support teaching and learning. However, cluster managers did not agree.

Datum	Principal	Principal	Principals judge	Principal	Cluster
35	Leadership	datum 10	they have ability to		Manager
	Survey		implement	High	Minimal
			technology to		
			support teaching		
			and learning.		

In conclusion, ten results emerged from the Principal Leadership Survey, with principals considering themselves extremely high in ability in four areas. Data indicates, in general, that cluster managers have little faith in the principals' ability to manage staff, student learning and the administration of schools. However, it is the cluster manager's role to support principals, and they ought to have been coaching and mentoring their performance. Because professional development did not address the administration of schools, principal performance was not targeted for improvement and therefore contributed to poor vendor performance.

To conclude, Analysis III, the political aspects from the Principal Leadership Survey, showed results about poor vendor performance. Most prominent was the difference in judgement between the cluster managers and the principals, indicating a difference in views and performance expectations. However, even though the principal performance standard was available from Abu Dhabi Education Council, cluster managers did not use them, showing a lack of recognition of the importance of a standard on the cluster managers' part. Having completed, analysed and drawn data from Analysis I, II and III, the data from the Professional Development Department Report, the Principal Leadership Survey and the vendor reports are concluded.

Rich picture: Next, a rich picture, using Analyses I, II and III, data from the unstructured interviews, vendor reports, Professional Development Department reports and the Principal Leadership Survey was created. The exercise of compiling the rich picture demonstrated to me and my colleagues, the complexity of the issue of vendor performance. Our discussion considered the processes and people that interacted with each other (Bjerke, 2008). Although the issues expressed in the real world were valid, they ought not to dominate the creation of the rich picture (Bjerke, 2008). By presenting the rich picture pictorially and visually, as shown in Figure 11, it was possible to understand the complexity of the inter-related issues. The rich picture indicated many departments connected and worked together in inter-related and interdependent decision making processes. For example, the Procurement Department, Audit Department, cluster managers, Professional Development Department and Senior Managers evaluated professional development contracts.

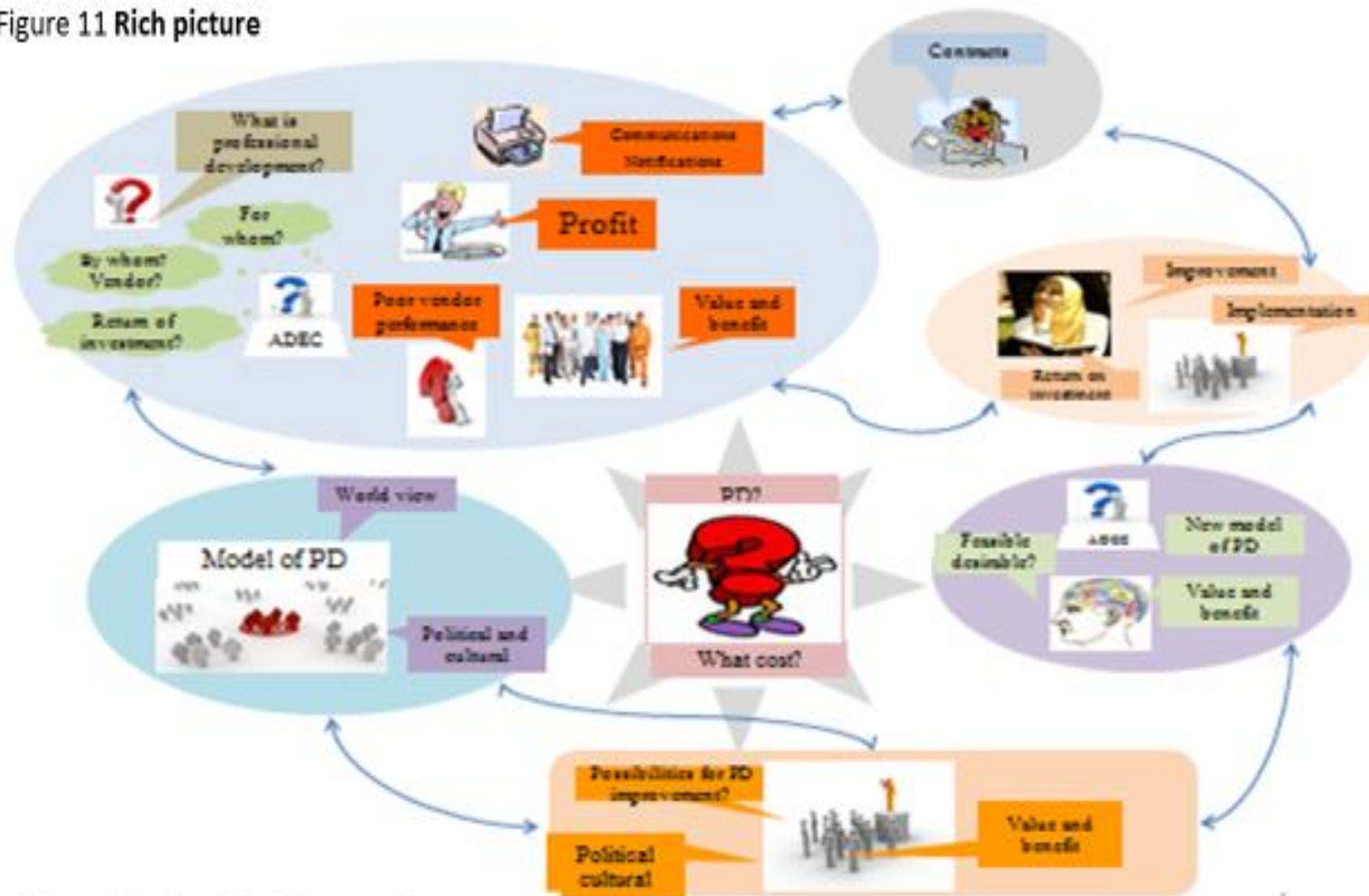
The rich picture highlighted the complex nature of contracting within Abu Dhabi Education Council. To conclude, Stage 1, or 'finding out', has been completed and now, Stage 2, 3 and 4 are considered, but first the worldview.

Worldview - professional development: The first worldview of professional development was a view that all principals and vice principals ought to have access to quality professional development. In this case, the worldview was based on Abu Dhabi Education Council's initiative and was therefore accepted as an agreed and shared worldview. As a result, the professional development purposeful activity model was developed.

4.2 Stage 2 - Making purposeful activity - professional development.

Tools for making the purposeful activity helped determine the root definition. As a starting point, I used the 'PQR' template, CATWOE and 5Es to develop the root definition (Matthiassen, *et al.* 2011). Using PQR, 'P' represented what was done, that is professional development, 'Q' for how it was done, that is, delivered by the vendor, and 'R' is why it was done, that is, to improve principal and vice principal performance and ultimately learner performance.

Figure 11 Rich picture



Source: developed for this research.

In terms of the root definition, and using the 'PQR' analysis as a guideline, the root definition for professional development was as follows:

'A system to promote principals and vice principals' standards of excellence in performance, by provision of appropriate and targeted vendor professional development, to improve principal, vice principal, teacher and learner performance.'

In using the CATWOE tool, as shown in Table 9, to analyse and check the root definition, the customers 'C' in this case were the principals, vice principals and learners. The 'A' actor, in this case, was the vendor carrying out the transformation, 'T' to transform principal and vice principal performance to levels of excellence, that in turn would improve learner performance. The owner 'O' was Abu Dhabi Education Council and the environment was the New School Model.

Table 9 CATWOE mnemonic – professional development		
Initial	Role	Conditions
C	Customers	Principals, vice principals and learners
A	Actors	Vendor
T	Transformation	Professional development that transform performance to levels of excellence in principals, vice principals and ultimately the learner performance.
W	Worldview	All principals and vice principals recognise the need for improvement and the benefit of professional development
O	Owner	Abu Dhabi Education Council
E	Environment	New School Model
Source: developed for this research.		

Another tool, the 5Es of efficacy, efficiency, effectiveness, ethicality and elegance was applied to check the root definition for professional development. The root definition had to have E1, 'efficacy', to satisfy principals and vice principals as a result of attending vendor provision. The root definition was measured for E2, 'efficiency', looking for a marked improvement in principals and vice principals' practice. Next, E3, 'effectiveness', of the root definition needed to measure if there was an improvement in principal, vice principal and learner performance as a result of professional development. Then, E4 'ethicality', measured whether all staff were benefiting equally and fairly from the root definition. Finally, E5 'elegance', tested if the model was organised and

manageable. In all cases, the root definition promoted principals, vice principals and learners' excellence, thereby meeting the 'E' measures for efficacy, efficiency, effective, ethicality and elegance, as shown in Table 10.

Table 10 5Es - professional development		
E	Meaning	Explanation
E1	Efficacy	Number of satisfied principals, vice principals and learners as a result of vendor professional development provision?
E2	Efficiency	Was there a marked improvement in principals', vice principals' and learners' performance?
E3	Effective	Was there improvement in principals', vice principals' and learners' competencies as a result of professional development provision?
E4	Ethical	Does the professional development reach a wider audience, fairly and equitably and raise performance levels for all?
E5	Elegant	Is the professional development model comprehensive and manageable?
Source: developed for this research.		

Next, the conceptual purposeful model was created using the root definition with confidence that the CATWOE and 5Es measures had been satisfied. The 'craft skill' to build the conceptual purposeful activity model for professional development was constructed (Checkland and Scholes, 1990), as shown in Figure 12.

Because the focus of the conceptual purposeful activity model was on professional development, project research questions needed to be asked. To facilitate understanding of the concept for further improvement strategies, I extracted questions from the root definition as follows:

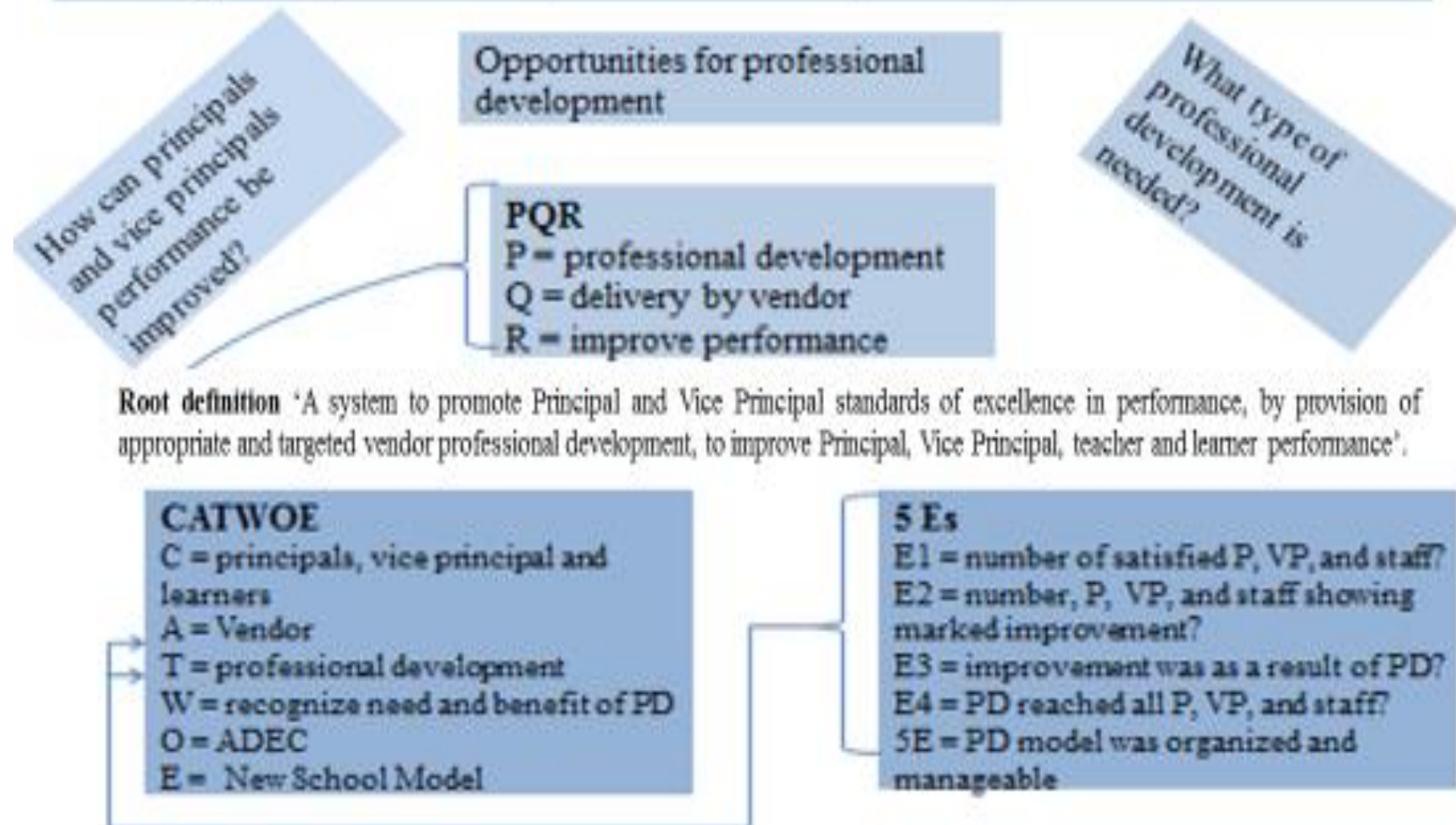
- 'How can principals and vice principals' performance be improved?'
- 'What type of professional development is needed?'

How can principals and vice principals' performance be improved?

To understand learner performance improvement, two aspects of the root definition needed to be satisfied as feasible and desirable and were:

- standards
- targeted vendor provision.

Figure Figure 12 ceptual model - professional development



In terms of standards, previous data from this research indicated that the standard for principals and vice principals was not applied by the vendor in the professional development provision. Abu Dhabi Education Council did produce a standard, but the vendor did not apply it.

In terms of targeted vendor provision, the vendor, for whatever reason, did not target professional development for improved administration of schools to meet Abu Dhabi Education Council standard. Therefore, professional development did not target principal and vice principal performance improvements. Had a standard been used, then professional development would have been better targeted and would have been more likely to improve school performance. This leads to the next question:

What type of professional development is needed?

I address this question in section 4.4.

4.3 Stage 3: Dialogue – Professional Development

A suitable model for professional development needed to be developed. Models of professional development were to be compared to the conceptual activity model, to identify feasible and desirable models of professional development. Discussion gave an opportunity for myself and colleagues to consider the second research question, which is:

Research question two: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

To consider alternative conceptual models, I asked each staff member, applying the SSM mode two, seven step approach in the Professional Development Department to give me their model of professional development and its rationale. For the model to be

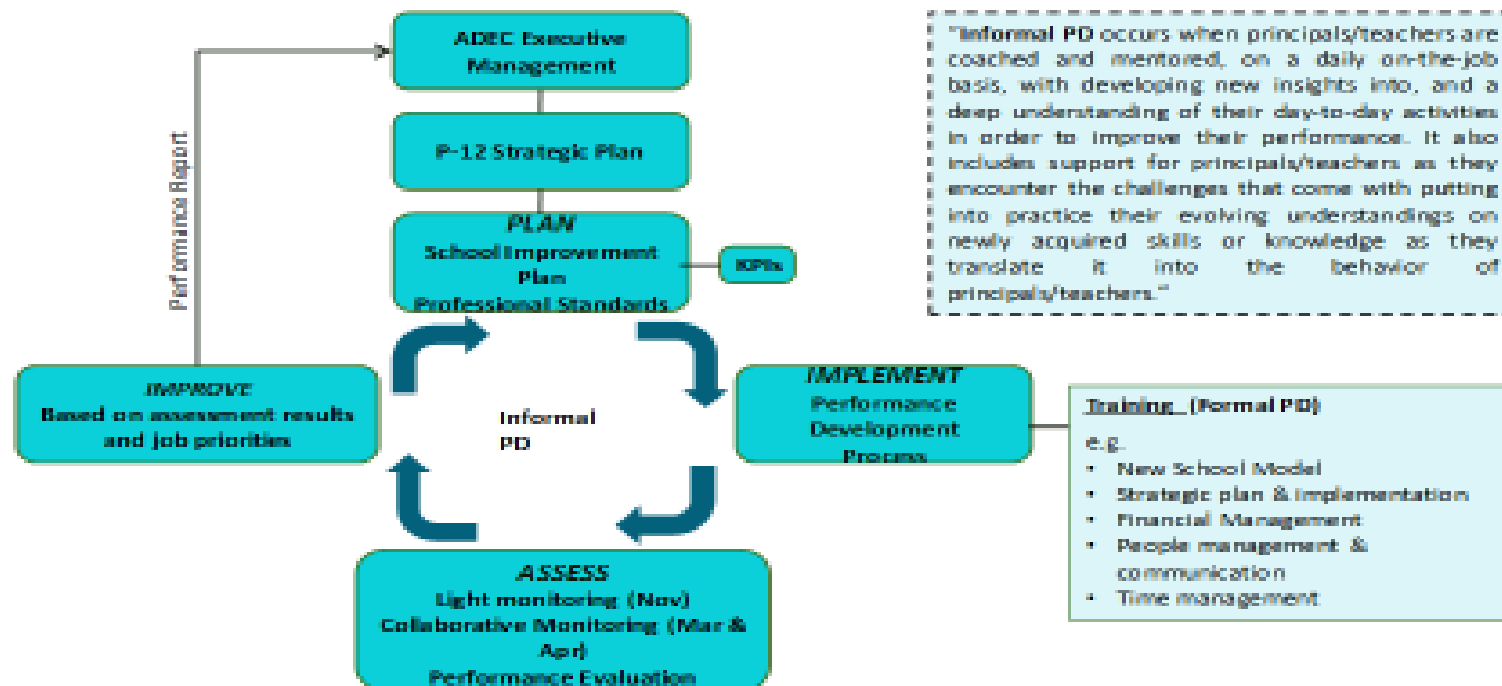
considered suitable, it had to be, from the SSM point of view, feasible and desirable. Further, professional development needed to have a standard and target professional development performance to improve principals' administration of schools. I received four conceptual models that I compared to the real life Abu Dhabi Education Council Informal Model of Continuous Improvement. In total, five models were considered and were:

- Model 1 - Informal Model of Continuous Improvement
- Model 2 - Formal Model
- Model 3 - Online Model
- Model 4 - Career Pathway Model
- Model 5 - Training Model

Professional development models were discussed and analysed to find out which models met requirements and were feasible and desirable. The Informal Model of Continuous Improvement, Model 1, was a high level model and was explicit in improvement measures, as shown in Figure 13. In discussion it was determined that the Informal Model of Continuous Improvement, the real world model, met the high-level requirements to meet strategic plan, professional standards with KPI's, performance development, assessment and improvement. Further, the targeted professional development provision, shown in Figure 13 as Training (Formal PD), was designed to meet professional standards for school administration and was as follows:

- New School Model
- strategic planning and implementation
- financial planning
- people management and communication
- time management

Figure 13 Model 1 Informal Model of Continuous Improvement



Source: Abu Dhabi Education Council (2011).

Because Model 1, the Informal Model of Continuous Improvement, addressed standards for performance improvement and targeted improvement of principals' performance in school administration, it was considered both feasible and desirable. Therefore, the content of Model 1 was designed for principals and vice principals, but not for the wider school workforce.

Model 2, the Formal Model (as shown in Figure 14) provided a model of professional development provision, using the standard and job descriptions for performance improvement.

The model identified the importance of an initial assessment to target principals and vice principals' ability to administer schools. Using initial assessments would identify the gaps in performance, highlight weaknesses and target professional development requirements. Further, delivery could be online, mandatory self-development, needs based, full time or part time for flexible learning solutions. Furthermore, the model included assessment, evaluation and methods of delivery necessary for professional development provision.

In discussion, it was determined that Model 2, the Formal Model, did set standards but did not specifically target professional development for principals and vice principals. Therefore, the Formal Model, Model

2, was not considered feasible or desirable.

Model 3 the Online Model, as shown in Figure 15, gave access to academic sources of knowledge in small chunks, for teachers to study in their own time at their own pace and location. Because of the structure, it had the ability to accumulate credits for transfer toward academic qualifications or licensure. In discussion, it was determined that Model 3, the Online Model, was a conceptual model that did not set standards or explicitly target principals' school administration, although modules could have been constructed to target those subjects. However, the Online Model did offer a method of accumulating credits for transfer toward academic qualifications,

useful for development of career pathways and qualification attainment. Therefore, the Online Model was considered feasible but not desirable for improvement of principals' administration of schools.

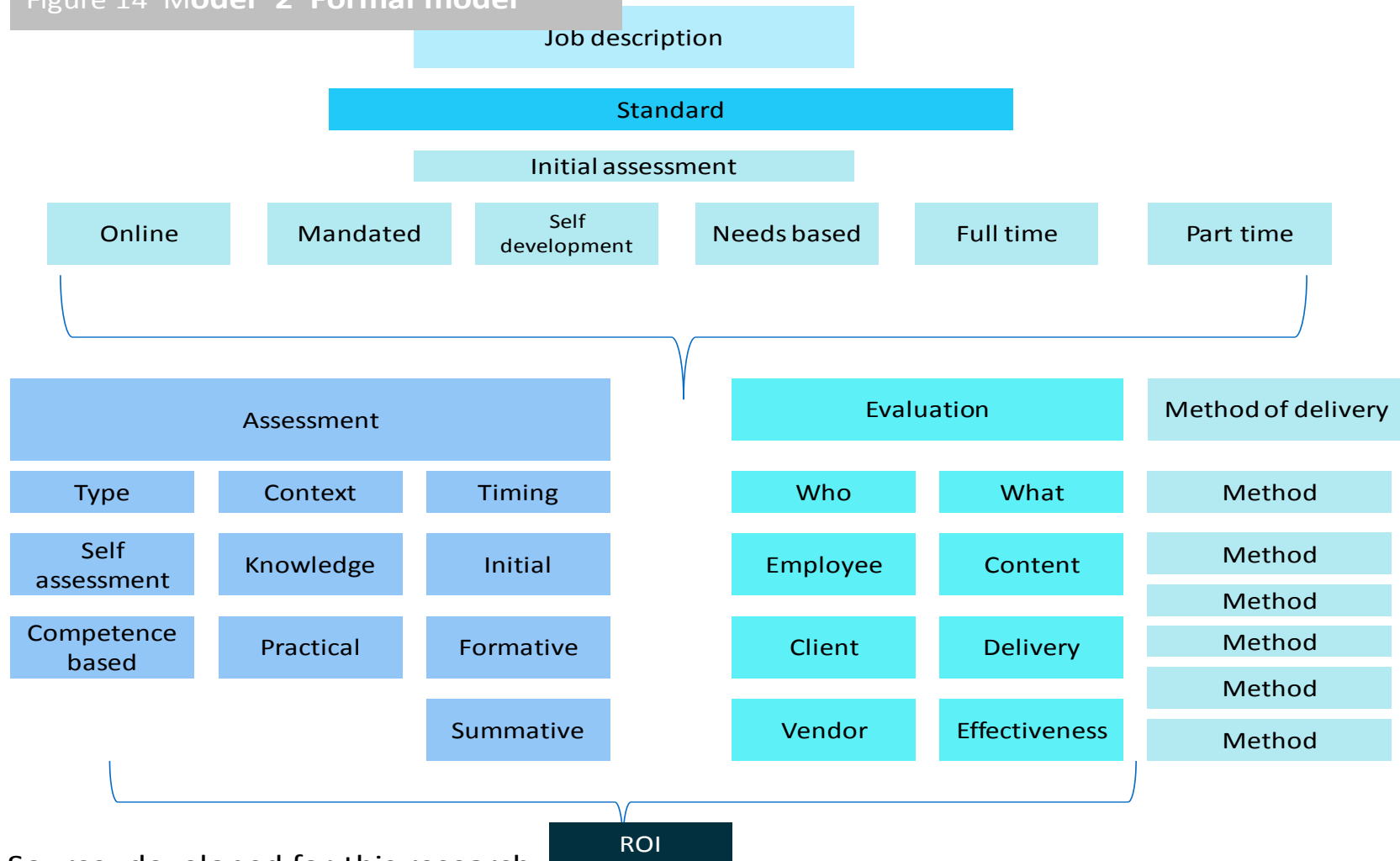
Model 4 the Career Pathway Model, a conceptual model, shown in Figure 16, had a structured model for career development where the higher the position within the organization, the higher the required qualification and the higher the level of pay and promotion obtain.

In discussion, it was determined that the Career Pathway Model, Model 4, did not target standards or provision for a principal's performance in the administration of school. However, professional and academic qualifications could have contained modules that addressed those subjects. Therefore, the Career Pathway Model was considered feasible but not desirable for improving principals' administration of schools.

Model 5, the Training Model, a conceptual model shown in Figure 17, was a structured model for delivery, assessment and reporting of professional development.

Discussion revealed that the Training Model had many aspects required to improve principals and vice principals' performance. This was particularly true in targeting soft and technical skills for improved school administration. However, it did not specify a standard of performance, therefore, Model 5, the Training Model was feasible but not considered desirable.

Figure 14 Model 2 Formal model



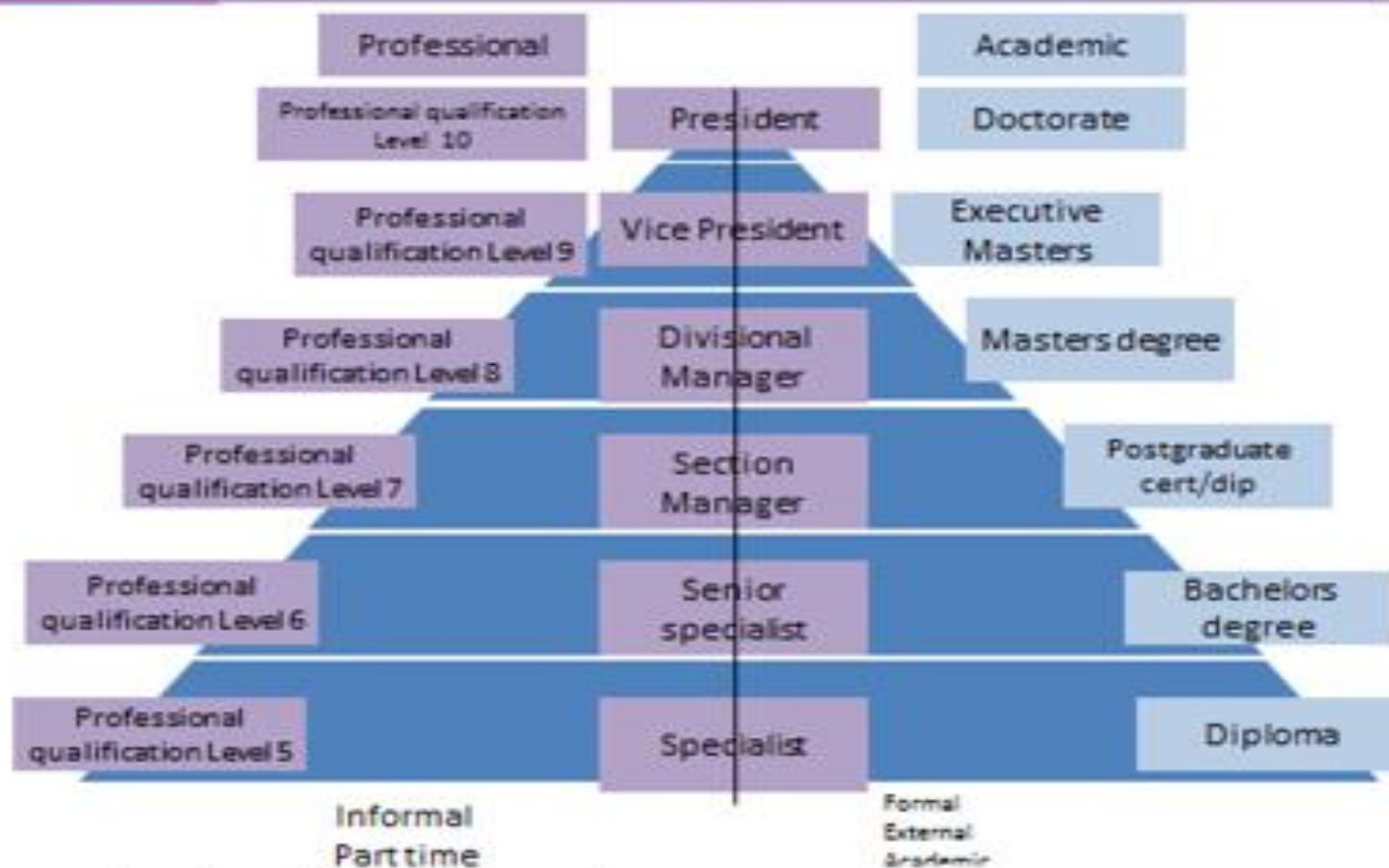
Source: developed for this research.

Figure 15 Model 3 Online



Source: developed for this research.

Figure 16 Model 4 Career pathway model of professional development



Source: developed for this research

4.4 Stage 4 - Worldview - Action to improve

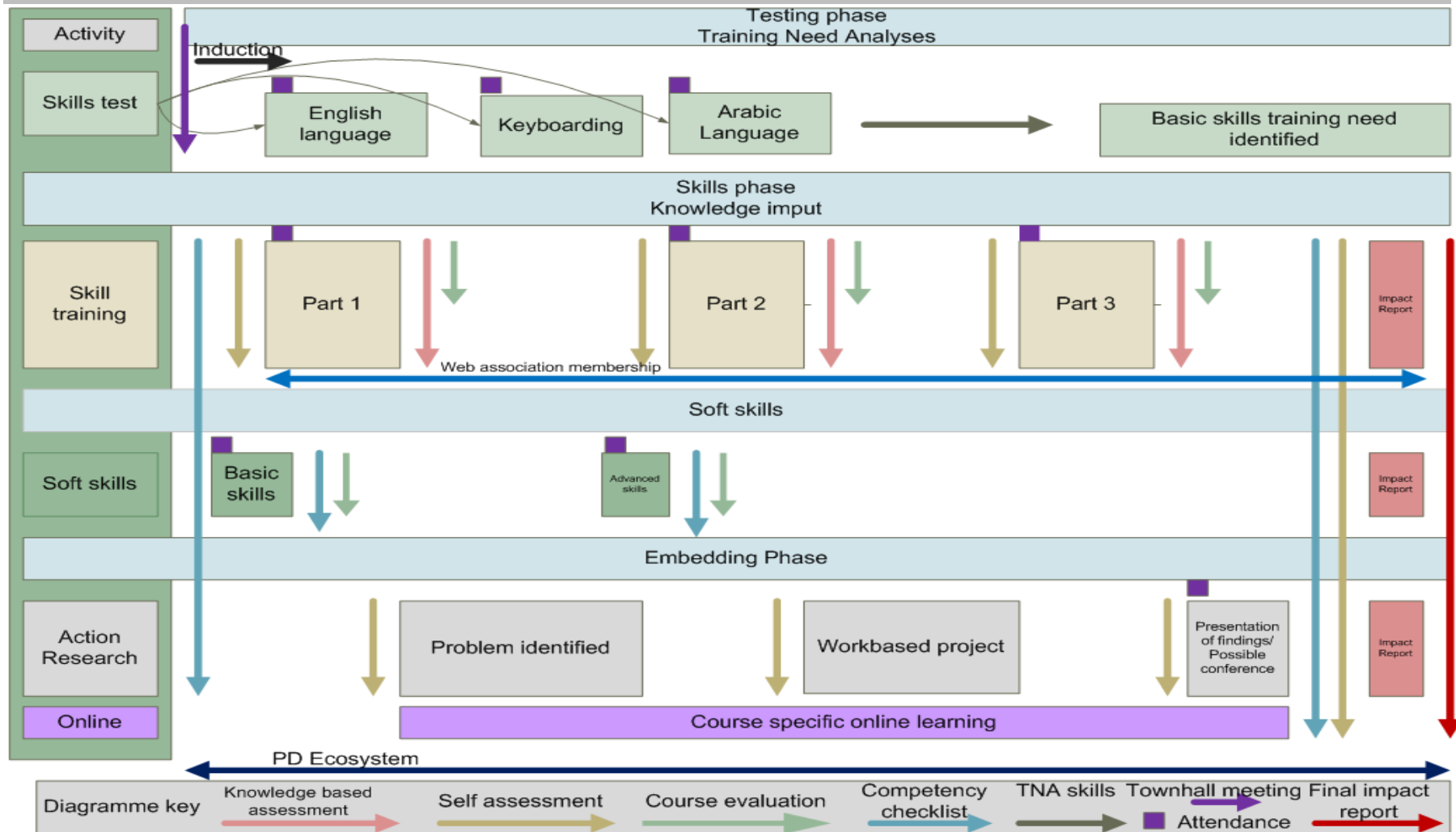
Only one model, the Informal Model of Continuous Improvement, was found to be both feasible and desirable and was recommended for use. Further, it was determined that by giving the model to the vendor, with a standard of performance, the vendor would be able to target provision and as result would be more effective. Moreover, including strategic planning and implementation, financial planning, people management, communication and time management into the vendor contract would lead to a more effective, feasible and desirable outcome. This leads to the final piece of data, datum 36,

Model 1, the Informal Model of Continuous Improvement, developed by Abu Dhabi Education Council, was the recommended model for professional development but not for the wider school workforce.

Datum 36	Professional development	Delivery, assessment and reporting datum 1	Model 1 Informal Model developed by Abu Dhabi Education Council was the recommended model for professional development but not for the wider school workforce.	Positive
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To conclude the discussion of the data, in terms of feasibility and desirability each model had qualities that, in their own right were useful for different purposes. However, the most feasible and desirable model was the real life, high level Model 1, the Informal Model of Continuous Improvement but it was not contextualised for the wider school workforce. Therefore, a new model for the wider school workforce was needed.

Figure 17 **Model 5 Training model**



4.5 Conclusion

I found 36 pieces of data from the analyses of the worldview of professional development, of which 21 were significant. In addition, Model 1, the Informal Model of Continuous Improvement was considered feasible and desirable for Abu Dhabi Education Council's professional development for principals and vice principals. In the next chapter, I apply the 21 significant data from the worldview of professional development to principal professional development and make findings. Additionally, I apply the 21 significant data to the wider school workforce and make findings. Finally, I apply the findings from professional development and the wider school workforce to commissioning of professional development and make recommendations.

Chapter 5 Project findings

5.0 Introduction

In the last chapter, analysis resulted in 21 significant data points. Additionally, Model 1, the Informal Model of Continuous Improvement, was considered as a suitable model for professional development because it was both feasible and desirable.

In this chapter, I consider the 21 significant pieces of data gathered from the finding out stage that represents Stage I of SSM process used in professional development, and make findings coded 'PD Findings' for professional development. Then, I apply the 21 significant data points to the wider school workforce and make findings coded 'WSW Findings' for professional development. I follow this with commissioning of professional development findings coded 'CPD Findings'. This chapter is presented in six sections as follows:

5.1 Stage 1 – Finding out

5.2 Stage 2 – Making purposeful activity

5.3 Stage 3 - Dialogue

5.4 Stage 4 – Action to improve

5.5 Conclusions

5.1 Stage I - Finding out

Next, I reflect on the SSM process in relation to the professional development findings. As a result of extensive research, it is now possible to make findings for professional development, wider school workforce and commissioning of professional development. Although the original research remit was modest in its intent, as the research developed, and the project unravelled, so the ability to extract wider findings became evident. The data gathered in SSM Stage I, finding out, the twenty one significant data, as shown in Table 11, are next analysed and considered in relation to principals and vice principals' professional development. Although the findings from the principals are prominently discussed, this is as a result of the Principal

Leadership Survey focusing on principals' performance. Because the cluster managers were not the subject of survey questions, their motivations are not obvious and apparent. Cluster managers did have an agenda to improve principals' performance. However, there was a tacit understanding that cluster managers had a private agenda to maintain their role and employment within the school system. Therefore, it could be said that their views were clouded by issues of job retention. As a result, it would be difficult to say that the views of the cluster manager were factually and conclusively accurate. Therefore, a caveat surrounds their critique of the principals, which may not be wholly warranted.

Next, I addressed data points 21, 27, 31, 32, and 34, as shown in Table 11. Five data indicated that principals rated themselves much higher than the cluster managers and appeared to have high self-efficacy and overconfidence. In this case, the difference in perception of principals' performance by the principal and the cluster manager led to divergent views. Principals judged their capacity as highly competent whilst cluster managers judged principals as performing below expectations. Overconfidence could also affect principals' strategic approach to vision and planning because they might assume that all is well under their leadership. In a recent study it was found that those principals who were overconfident generated the worst plans and visions (Shipman and Mumford, 2011). Because of overconfidence, principals may have failed to see learners were not progressing. Moreover, principals may have assumed that learning was producing positive staff and learner outcomes. In this case being unaware, principals may not have been looking to change practice. Therefore, overconfidence could have caused an issue and led to finding one:

PD Finding 1: Principals and vice principals were not aware of the performance standard to have a realistic view of their own performance.

Table 11 Summary of 21 significant data			
Unstructured interviews five data points	Vendor report nine data points	PD Department two data points	Principal Leadership Survey four data points
Datum 4: The context of professional development lacked acceptability, applicability and cultural sensitivity by recipients.	Datum 13: Non notification affected attendance numbers.	Datum 24: Vendor provision was not tailored to meet the New School Model techniques. principal and vice principal were underperformed and learners were not progressing.	Datum 27: Principals think they can set clear policies and procedure, but cluster managers disagree.
Datum 5: Provision was unacceptable to the recipients.	Datum 14: Professional development suited KG and Cycle 1 staff better than Cycle 2 and 3.	Datum 25: The Vendor did little to support the planning for improved administration of the New School Model.	Datum 31: Principals think they motivate teachers and staff, but cluster managers did not agree.
Datum 6: Non notification of participants was a contributing factor in dropping attendance rates.	Datum 15: Repurposing of professional development was an admission of the unsuitability of the Vendor content		Datum 32: Principals think they can provide constructive feedback to employees but cluster managers did not agree.
Datum 9: The vendor's drive for profit affected quality of the programme resulting in poor vendor performance.	Datum 16: Professional development was not appropriate to the job role in the school		Datum 34: Principals think they can encourage teachers to be creative and innovative and cluster managers are more in agreement than not.
Datum 10: Cluster managers' performance did not appear to impact schools performance	Datum 18: KG and Cycle 1 Principals had higher levels of satisfaction than Cycle 2 and 3 and Vice Principals had lower satisfaction for all cycles.		
	Datum 20: The effect of the professional development, in the New School Model, was not reaching the student		
	Datum 21: Principals judged themselves at a high level of performance whereas cluster managers did not agree.		
	Datum 22: Principals needed to challenge and expect higher levels of performance from learners		
	Datum 23: Impact on learner improvement fell short because of a failure by the Vendor and cluster managers to identify and address student-centred instruction		
Source: developed for this research.			

Next, I addressed data points 20, 22, 23 and 24, as shown in Table 11. The impact of the professional development was not as great as it could have been on learner performance. This could have been for many reasons, one of which could be the result of resistance to change.

‘Three main goals in professional development are change in classroom practice, change in attitude and belief and change in learner outcomes’ (Guskey, 2002: 383).

Principals and vice principals could have been resistant to change because it threatened the way they led the school. For change to occur, principals needed to buy in to the change process as involved stakeholders, ‘owning’ the change process and becoming agents of change. As a result, principals would be more positive in leading change in the school environment. Further, professional development indicated that resistance to change could have been a contributing factor in the poor vendor performance. Because very little progress had been made in student centred instruction, little learner progress and attainment was evident. Therefore, principals needed to be flexible in their school environment to accommodate change. This led to finding two:

PD Finding 2: Principals and vice principals’ professional development did not to address resistance to change in practice, for greater effectiveness.

Another identified reason for poor professional development was the way it was planned and delivered. In this case, a large scale contract for professional development was not planned and developed specifically to meet the needs of the principals and vice principals for leadership of schools. Therefore, principals and vice principals were not receiving the professional development necessary for making changes in practice.

The training needs analysis was not carried out as thoroughly as it should have been. Data 4, 5, 14, 15, 16, 18 and 25, as shown in Table 11, addressed the training needs’ analysis. The result indicated that

professional development only targeted the principals in KG and Cycle 1. Further, professional development did not target Cycle 2 and 3 principals and vice principals, nor prepare them for everyday work. This led to finding three:

PD Finding 3: Training needs analysis did not identify the gaps in performance for planning and delivery of professional development.

Further, professional development had little relevance to everyday life because the provision did not target the work the principals undertook in schools. Therefore, gaining commitment from the principal to attend was difficult. In this case, principals and vice principals' attendance dropped off perhaps because they saw little relevance for themselves. Therefore, provision was unacceptable to principals and vice principals, this led to finding four:

PD Finding 4: Professional development did not relate and was not relevant to principals and vice principals everyday working life.

Because professional development for the principals and vice principals was not acceptable or effective, the provision was repurposed for better effect. Further, it was an admission on the part of the vendor that the professional developments was not effective. The repurposing occurred late in the contract therefore maximum benefit was not generated from the vendor contract. Furthermore, the lack of cultural sensitivity in delivery and materials was offensive to some, who therefore chose not to attend.

Data 10, 20, 22 and 23, as shown in Table 11, considered the impact on the learner. In all cases professional development was designed to improve the learners' attainment. Some principals and vice principals may have lost sight of the end goal.

'How does this (professional development) improve learning opportunities for our pupils and results in enhanced outcomes?' (Bubb and Earley, 2007: 18).

If professional development does not result in improved learner attainment, as demonstrated to some extent in this research, then it has failed to impact the school pedagogy. Further, some principals and vice principals did not know how to measure the impact of success on learners' performance.

'Few schools evaluated successfully the impact of professional development on the quality of teaching and on pupils' achievements because they did not identify the intended outcomes clearly at the planning stage' (Stoll, Harris and Handscomb, 2012: 4).

Therefore, because measures were not recorded, making judgement about the impact of their own practice (principals') on learner attainment was difficult. This led to finding five:

PD Finding 5: Principals and vice principals were not able to measure the impact of professional development on learner learning.

Additionally, data points 6 and 13, as shown in Table 11, indicated that non-notification of principals and vice principals' professional development sessions affected principals and vice principals because it prevented them from receiving the professional development they needed. To develop a suitable model that supported principals and vice principals' learning, a model of professional development was needed. The feasible and desirable Model 1, the Informal Model of Continuous Improvement, turned out to be the most applicable model for the principals and vice principals' professional development, but not for the wider school workforce.

Two criteria were required for the model to be feasible and desirable, as extracted from the root definition. Firstly, a standard needed to be applied and secondly the vendor's provision needed to be targeted. Model 1, as mentioned in the planning stage, identified the professional standard and had KPI measures, (see Figure 13). Therefore, there was a measure of the effectiveness of performance by principals against the standard could be achieved. Secondly,

Model 1 targeted professional development provision in the implementation stage as through Formal PD (see Figure 13). The targeted professional development was stated as New School Model, strategic planning and implementation, financial planning, people management, communication and time management (see Figure 13). Therefore, because Model 1 the Informal Model of Continuous Improvement addressed standards and targeted provision, it was both feasible and desirable.

This led to finding six:

PD Finding 6: Model 1 the Informed Model of Continuous Improvement was suitable for Abu Dhabi Education Council's professional development for principals and vice principals.

Next, I considered datum 9, as shown in Table 11, which addressed the vendor's drive for profit. The vendor's drive for profit was very pronounced and may have reflected the impression that Abu Dhabi Education Council would be prepared to pay vast amounts of money for professional development. Although large scale projects run into millions of dirhams and this case is a large investment for the Abu Dhabi education sector, there was still a need for prudent expenditure.

'As long as there is a need for accountability of education and training expenditure, and the concepts of investment payoff is desired, ROI will be utilised to evaluate major investment in education and training' (Phillips, J. 2003, 2004, 2011; Philips, P. 2003, 2008).

Some professional development vendors do not think they had to justify their benefits, be subjected to accountability or calculate the return on investment (Phillips, 2004). In this case, if the vendor had to justify their return on investment, they would have failed on the first return on investment measure. That is, the measure of reaction and satisfaction, a good early warning sign that professional development was not going well. Therefore, for the wider school workforce contract,

return on investment needed to be a consideration. This led to finding seven:

PD Finding 7: Return on investment needs were not calculated at the start and throughout the professional development contract.

To conclude the data for the professional development, I summarise my findings for principals and vice principals' professional development, as shown in Table 12.

Table 12 Summary of findings for professional development	
Finding No	Finding
PD Finding 1	Principals and vice principals were not aware of the performance standard to have a realistic view of their own performance.
PD Finding 2	Principals and vice principals' professional development did not to address resistance to change in practice, for greater effectiveness.
PD Finding 3	Training needs analysis needs did not identify the gaps in performance for planning and delivery of professional development.
PD Finding 4	Professional development did not relate and was not relevant to principals and vice principals everyday working life.
PD Finding 5	Principals and vice principals were not able to measure the impact of professional development on learner learning.
PD Finding 6	The Informed Model of Continuous Improvement was suitable for Abu Dhabi Education Council's professional development for principals and vice principals.
PD Finding 7	Return on investment needs were not calculated at the start and throughout the professional development contract.
Source: developed for this research.	

To consider the wider school workforce, because I learnt so much from the analysis of the professional development worldview, I conducted the full SSM to the wider school workforce worldview.

Stage 1 Analysis I - Roles, norms and values. I set the scene by outlining the stakeholders, their roles, norms and value.

Senior Director: The role of the Senior Director, the problem owner, was to give direction about the new wider school workforce posts including positions, numbers and location of work, job function and job descriptions. It would be expected that the norm would be to discuss the professional development proposals to ensure professional development was targeted for each job requirement. During discussions with senior directors, the professional development requirements were determined. I therefore developed my professional development strategy based on their information. The expected value for the senior directors was that money spent in wider school workforce professional development provision would be valuable in supporting the running of the New School Model.

Stage 1 Analysis II - Social and cultural. Next, I consider the social and cultural aspects of SSM Stage I, Analysis II as a result of the vendor's lack of sensitivity to the local situation.

Vendor: As investigated in SSM Stage 1 Analysis II, it would be the role of the vendor to develop socially and culturally sensitive professional development for the wider school workforce in order to integrate them into schools. The norm, it would be expected, would be that the vendor would be aware of cultural requirements of Gulf countries and provide appropriate provision. The expected value for the vendors was profit, but there was also an expectation by Abu Dhabi Education Council for quality.

Stage 1 Analyses III – Political. Next I consider the political aspects of my role in relation to senior directors.

My role: It was my role, as a section manager, to meet the expectations of the senior directors for professional development provision for the wider school workforce. Further, I needed to provide information to the vendors to allow their proposals to meet requirements. My expected norm was to communicate with vendors because they needed to understand the professional development requirements for an appropriate proposal. My values were threefold: firstly, professional development had to meet the requirements for

each wider school workforce position. Secondly, professional development had to be top quality and cost effective and thirdly, provision needed to lead to performance improvements.

5.2 Stage 2 - Making purposeful activity

Next, to make the purposeful activity I needed to establish the root definition. I created the root definition using the SSM process and SSM tools of PQR, CATWOE and 5Es. As a result, the wider school workforce worldview root definition emerged as:

‘A system to integrate and skill, the Emirati wider school workforce into schools, through provision of professional development to assist in the effective running of the New School Model and improvement of learner attainment’.

Next, I extracted two questions from the wider school workforce root definition for further discussion, and they were:

“How can wider school workforce be integrated into schools?”

“What type of professional development model was needed?”

To address the first question of how wider school workforce can be integrated into schools, professional development needed to be applied at the induction stage, important for integration of staff into the school system (Caena, 2011). Furthermore, the wider school workforce needed technical skills that were important for competent work. However, because the wider school workforce were not, at the time, operating in schools, it was not possible to identify where gaps and weaknesses were occurring. Professional development would be one method of integrating the new staff into schools.

Wider school workforce findings: To address the question about what type of professional development model was needed, I considered the 21 significant data gathered from stage 1, from the professional development worldview and applied them to the wider school workforce worldview. I will discuss how data affected and changed my practice and my findings for the wider school workforce.

As a result of analysis, by comparing the two worldviews the significance of the wider school workforce within the learning environment emerged. Because of the analysis of the weaknesses of the professional development for principals, 21 significant data points resulted and were considered as learning opportunities. Those learning opportunities applied, not only to the model of professional development for principals but also to the wider school workforce. The resultant models would have an impact not only on the principals' performance but also learners' attainment. It can be concluded that the 21 significant data had significant impact on the development of the wider school workforce models.

Next, I refer to data points 4, 5, 14, 16, 18 and 24, as shown in Table 11, about the need for professional development to be 'fit for purpose'. I needed to identify the relevant professional development requirements. If there had been a standard of performance for each position, I would have measured performance against it. However, because standards were not available and there was no training needs analysis carried out for the wider school workforce, I had to analyse the job descriptions to identify the requirements. I broke down the job descriptions into the soft skills and technical skills needed for each job role. Because the soft skills could be delivered by vendors situated within the UAE, I contacted the vendors and called meetings to discuss the requirements. I used conversations with the soft skills vendors to build a knowledge of vendor approaches to provision. Further, because the vendors had experience of professional development commissioning, I gathered important information about their previous experiences. For technical skills vendors, I conducted an extensive internet search, by entering the post and qualification. Once I found the specific qualification, I then searched for providers that offered the qualification. This allowed me to find specialist providers from all over the world. I discussed with international vendors the best way to approach the skill requirements and I learned from these discussions. It emerged that a training needs analysis needed to be carried out to accurately establish the professional

development required. Therefore, I built into my model the need to have an initial training needs analysis, as a result, the first finding emerged:

WSW Finding 1: A training needs analysis was not conducted, against standards of performance, and the specific professional development requirements for each wider school workforce position was therefore not determined.

Next, I refer to datum 21 and datum 22, as shown in Table 11, about high expectations. Because there was an expectation of improved performance, there needed to be a standard in place to measure that performance against. Having researched the approach of some other countries such as Singapore, Hong Kong, Poland, Australia, Finland, England, Bulgaria and Scotland, all selected for their progressive approach to professional development, I found that some used qualifications as a standard. Because qualifications were structured and designed with learning outcomes and measurable performance criteria, they were a very suitable part of the commissioning of professional development. I searched the internet to find vendors, mainly from countries with a recognised qualification framework that offered specific qualifications to meet the wider school workforce's needs. Having found them, I then contacted them by email and subsequently by phone to find out what they were offering and how they were offering it. In my search I found a suitable qualification for most wider school workforce positions. For example, in addition to the Institute of Leadership and Management Endorsed Awards the UK Level 2 Award in Supporting Work in Schools, UK Level 4 Professional Diploma in Career Advice and Counselling, and UK Level 2 in Information and Library Services were offered. Because qualifications offer international recognition and accreditation it therefore added value to the professional development. This led to finding two:

WSW Finding 2: Qualifications that were internationally accredited, recognised, structured, and measurable with

learning outcomes and performance criteria were not applied to the wider school workforce.

Next, I refer to datum 15, as shown in Table 11, about repurposing professional development. During discussions with the vendors, some vendors wanted to sell their existing programmes to generate profit for their company. However, when I looked into the vendor programmes, they were not specific for the Abu Dhabi Education Council's requirements. Nor did they specify requirements in terms of cycles or age appropriate content. To improve my practice, I developed a professional development specification of requirements or scope of work and circulated it to vendors. By circulating the scope of work, vendors could prepare their proposals to match the specification for the professional development. Some vendors were unhappy that I was being so specific, because it meant extra work for them, but it meant the scope would be right. My persistence led to finding three:

WSW Finding 3: Vendor proposals were not negotiated and adjusted for client acceptance.

Next, I refer to datum 9, as shown in Table 11, the vendor's drive for profit. On receiving proposals I noticed vendor prices that varied greatly, (see Appendix 2). It was only after I received and analysed the proposals that I was aware of what a reasonable local price was. As a result, my awareness about pricing increased through this critical learning experience. I therefore became conscious that I should carry out due diligence on pricing. As a result, I improved my practice by calling local and international vendors based in Abu Dhabi to discuss their pricing structure. Because I had learnt from their proposals about how they had priced their provision, I was more aware of vendors' costs. Taking an average price from all the proposals gave a figure that I used as the daily rate. I then asked the vendors to resubmit their proposals asking that the pricing not be higher than the daily rate stated.

Further, I asked that their flights, accommodation and subsistence costs be presented separately. The reason for separating the costs

was to compare like for like costings for the professional development provision. I later calculated professional development costs and expenses together because it gave the total tender price. The strategy of introducing a ceiling price was effective, because one vendor refused to drop their price. I then informed them they would not be considered in the proposal process. Overnight, they dropped their price per capita, per day by more than 1,000 AED, a substantial figure. This led to finding four:

WSW Finding 4: A maximum ceiling price per capita, per day for vendor proposals was not available.

Next, I refer to data points 20, 25, 31, 32, and 34, as shown in Table 11, about meeting requirements. I judge that being in contact with vendors early on in the process allowed me to understand the vendors' viewpoints and concerns, giving me greater insight into the commissioning process. As a result, I changed my practice by spending time communicating, discussing and refining vendor proposals to ensure needs were met. Where vendors did not have a 'good fit' proposal, I offered solutions to make their proposals a better 'fit' for the tendering process. Moreover, milestones and key performance indicators would be built into the contract to measure progress that would make the vendor accountable for their performance. Ethically, I was not favouring any vendor because I was not involved in making decisions about the tendering process. My involvement was an attempt to prevent the previous poor vendor provision happening again, something that needed to be avoided. This led to finding five:

WSW Finding 5: Contracts for professional development did not have milestones and key performance indicator measures.

Next, I refer to datum 10, as shown in Table 11, about impact on school performance. It was clear that professional development was having little effect on the school performance. Therefore, return on investment calculations were necessary to judge gain. Several months after the contract had commenced, calculation of the return on

investment started. From my learning, I understood that return on investment needed to be calculated regularly from the beginning of the contract as evidence of gain. Therefore, for the next contract, I would change my practice to calculate the return on investment from the start of the contract. This led to finding six:

WSW Finding 6: Return on investment was not calculated from the beginning and throughout the contract.

Next, I refer to data points 4, 5, 6 and 13, as shown in Table 11, about analysing reports. I found when I started researching, because reports had not been adequately analysed, that the information that was reporting poor vendor performance was there but not acted on. Therefore, poor vendor performance continued unnecessarily. If reports had been analysed, I now realise, the causes of poor vendor performance and inadequate staff performance would have been flagged up sooner and the risk would have been identified. Therefore, during professional development contracts, I would analyse reports each time they were submitted to ensure relevant information was being extracted for performance intervention and performance improvement. This led to finding seven:

WSW Finding 7: Results from professional development reports were not analysed, triangulated and evaluated immediately, to assess progress and risk.

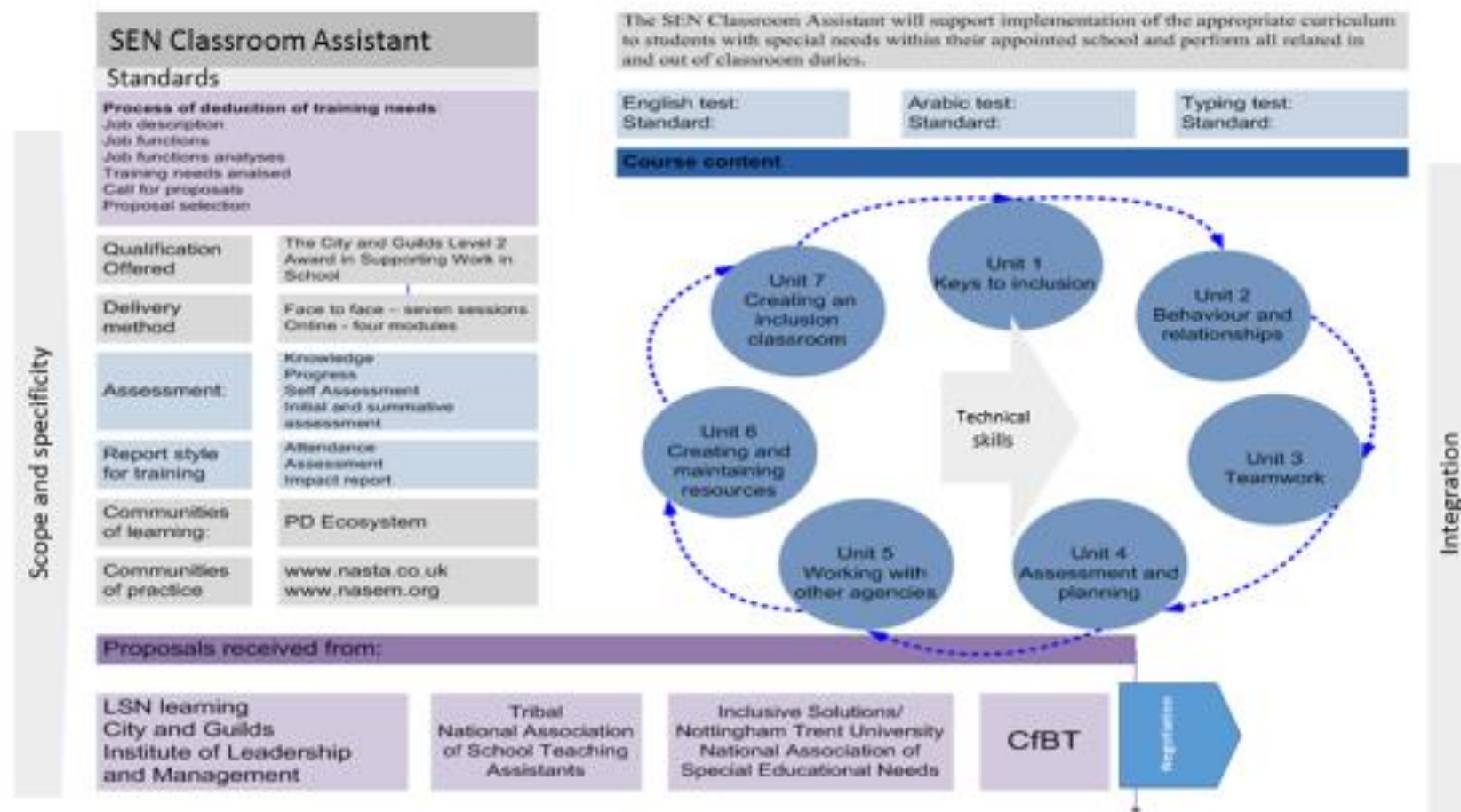
5.3 Stage 3 - Dialogue.

Next I consider the dialogue that was required to arrive at models of professional development for the wider school workforce.

Wider school workforce professional development models: Data from the worldview of professional development highlighted the need for models of professional development for the wider school workforce. No vendor submitted a model of professional development with their proposal. Therefore, I realised it would be better if I produced the model of professional development and circulated it to vendors to consider. I worked on developing the models for each new wider school workforce position. As an example, I have shown one of

the models specifically for a Special Educational Needs Classroom Assistant, (see Figure 18).

Figure 18 SEN Classroom Assistant



6/21/2015

Lindsey Mcpherson

The models developed and recommended for the wider school workforce are the recommended models, as shown in Chapter 6.

This led to finding eight:

WSW Finding 8: A model of professional development was not available for commissioning of vendor professional development.

5.4 Stage 4 – Action to improve. Next my efforts were directed to presenting my findings and for producing a model of commissioning of professional development that would result in models that would lead to improved performance.

Presenting results: With my new learning and knowledge, I needed to present the information to senior directors for their decision. My presentation needed to be easily understood because the professional development models with pricing needed to be clearly explained. Further, because the presentation proposed a multimillion dirham contract for professional development, my rationale and justification for the contract needed to withstand scrutiny. As a result, I made one presentation for a senior director's consideration.

Because vendors had produced top quality programmes in their proposals, it met the need for the wider school workforce's professional development. Further, the provision was to be delivered by experienced, qualified and knowledgeable staff from the vendor companies. My proposed professional development models were subsequently accepted as 'fit for purpose', financially viable, feasible and desirable for application. Because I had presented my work, my project was complete and the process for tendering and contracting was passed to the Procurement Department to formally contract with vendors. Subsequently, the wider school workforce appointments did not go ahead and were held in abeyance until a decision to employ was made. Later, a programme of professional development called Tamkeen was introduced and wider school workforce in some, but not all, posts identified in this research were employed. Nevertheless, I learnt from my exercise how commissioning of professional

development could be improved for Abu Dhabi Education Council's needs. As a result, I judged my work had improved greatly with the application of my new learning. To summarise my data in relation to the wider school workforce, eight findings were made, as shown in Table 13.

Table 13 Summary of finding for the wider school workforce	
Finding number	Finding
WSW Finding 1	A training needs analysis was not conducted, against standards of performance, and the specific professional development requirements for each wider school workforce position was therefore not determined.
WSW Finding 2	Qualifications that were internationally accredited, recognised, structured, and measurable with learning outcomes and performance criteria were not applied to the wider school workforce.
WSW Finding 3	Vendor proposals were not negotiated and adjusted for client acceptance.
WSW Finding 4	Have a maximum ceiling price per capita, per day for vendor proposals A maximum ceiling price per capita, per day for vendor proposals was not available.
WSW Finding 5	Contracts for professional development did not have milestones and key performance indicator measures.
WSW Finding 6	Return on investment was not calculated from the beginning and throughout the contract.
WSW Finding 7	Results from professional development reports were not analysed, triangulated and evaluated immediately, to assess progress and risk.
WSW Finding 8	A model of professional development was not available for commissioning of vendor professional development.
Source: developed for this research.	

Commissioning professional development recommendations.

Next, I used the professional development 'PD findings' and the wider school workforce 'WSW findings', to arrive at findings for commissioning of professional development 'CPD Finding', for Abu Dhabi Education Council. I grouped similar data together for comparison and discussion. Next, I address my three main research questions.

My first research question asked:

Research question 1: 'What are the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

Initially, for professional development purposes, training needs analysis against the standard was needed to identify gaps in performance to form the scope of provision (Lowden, 2005). Further, the determined contract scope of work was the deliverable expected from a contract. Therefore, it needed to be expressed accurately. If the scope of work was not accurate, or expressed fully, then the vendor would be given the wrong or inadequate scope to tender to. The result would be professional development that was not targeted to skill requirements (Guskey, 2002). In this case, the scope of work included the quantity of the training and the subject area addressed. The contract included the learner-centred classroom, numeracy, literacy and learner-centred instruction. The scope, quantity and subject were outlined in the contract and were met by the vendor and therefore the vendor fulfilled its contractual obligations. However, because the training needs analysis was not conducted thoroughly enough by the vendor, the money invested in professional development was not maximised.

WSW Finding 1 states:

A training needs analysis was not conducted, against standards of performance, and the specific professional development requirements for each wider school workforce position was therefore not determined.

Because the initial training needs analysis was inadequately carried out, the performance requirements were not accurately determined. Whereas the teachers needed to apply performance in the classroom, the principals and vice principals needed skills for leadership of the school. Therefore, principals needed an entirely different skill set from

the teachers, because principals needed to lead teachers in identifying, developing and implementing best practice improvements.

PD Finding 3 states:

Training needs analysis needs did not identify the gaps in performance for planning and delivery of professional development.

Findings showed that the vendor contract needed to address the performance standards for the principals to ensure the professional development was targeting needs. Even though the principals' standard and the teachers' standard were available in Abu Dhabi Education Council, the vendor did not apply them. Had they been applied, training needs analyses would have identified gaps in meeting those standards that could have been addressed by professional development. Further, measuring against a standard would have allowed evaluation of performance and would have helped identify the journey travelled. Therefore, a training needs analysis needed to be conducted thoroughly to determine the performance requirements for cycles and job roles. This led to the first finding:

CPD Finding 1: Scope and training needs analysis were not conducted thoroughly, to determine differentiated performance by cycle and job role during commissioning of professional development. Further, the professional development was not specific because the standard of performance was not specified.

PD Finding 1 states:

Principals and vice principals were not aware of the performance standard to have a realistic view of their own performance.

Findings show that because standards were not used in the contract and the professional development was not targeting performance standards, poor vendor performance resulted. If performance

standards had been expressed as performance criteria, measures of performance could have been achieved. Further, research shows that:

‘It is important that there is a method of measuring performance to determine where there is a performance gap and where professional development needs to be improved’ (Guskey, 2005).

Being specific about performance requirements would have informed all stakeholders involved in the delivery, monitoring and measuring functions about the competences to be measured. Therefore, performance that needed to be developed, needed to be specified in the contract. Specifically performance should have considered based on the qualifications and used in some countries.

WSW Finding 2 states:

Qualifications that were internationally accredited, recognised, structured, and measurable with learning outcomes and performance criteria were not applied to the wider school workforce.

Findings showed that in the previous contract, although not a requirement, qualifications were not used. If qualifications had been used it would have been a distinct advantage. Because performance criteria had been determined accurately, by industry, for that job role, qualifications not only measured cognitive abilities but also performance capabilities and competencies. Furthermore, many qualifications have robust quality assurance verification systems that are externally validated, giving impartial assessment of a candidate’s performance. This led to the second finding:

CPD Finding 2: Measures of performance, expressed by performance criteria and indicators, as found in a qualification, were not used as measures of output and competence for the performance of the job holder.

Further, the effectiveness of the performance of the job holder, for example the principal’s ability, is reflected in the output of the learner:

‘Professional development is recognised in educational circles as a key means towards improving student achievement’ (Lowden, 2005).

In this respect, measures needed to be expressed so that the performance of the learner was measured to reflect teacher effectiveness. For this to happen, the learning outcomes needed to be stated and measured.

PD Finding 5 states:

Principals and vice principals were not able to measure the impact of professional development on learner learning.

If learners were not aware of what they should have been doing, then they would not be focused and challenged in their learning.

‘It was the teacher’s role to guide learners in their learning so that learners could meet the learning outcomes’ (Garet, *et al.* 2001).

The findings show that by specifying, measuring and evaluating performance, learners’ learning will become apparent. Further, where learners are not performing to the desired standard, corrective, differentiated action can be given individually. Not only is the class assisted, but individual learners are also assisted in a learner-centred approach on a need by need basis. To further consolidate this finding, by making it a contractual obligation, learners’ learning will become a focus. This led to the third finding:

CPD Finding 3: Performance outcomes were not specified, measurable and able to evaluate performance improvement as well as the journey travelled identified as a key deliverable in the contract.

To assist the teachers in their role, the principals or vice principals needed to know how to extract the best performance from their teachers and the learners in the educational environment. Cluster managers were in a position to give individual coaching and mentoring to principals to guide their judgement.

PD Finding 4 states:

Professional development did not relate and was not relevant to principals and vice principals everyday working life.

There is a movement to have professional development at classroom level where application directly affects the learner.

‘School and classroom level professional development application is more effective for change in practice’ (Lindon, 2011).

By bridging the gap between knowledge and application in the learning environment more new practices could be applied. The cluster managers ought to have taken the role of coaching and mentoring the principals in the learning environment but data indicates this was not happening. Therefore, the finding suggests that to improve the situation, standards for cluster managers would need to indicate a coaching and mentoring role for effective application at school level. This led to the fourth finding:

CPD Finding 4: Class-based professional development, to facilitate the transfer of knowledge into practice, was not seen as a key deliverable in the commissioning of professional development.

To conclude this section the first research question asked:

Research question 1: ‘What are the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?’

In answer to research question 1, four commissioning of professional development findings emerged that could improve professional development provision. The first finding was about scope of work. It was clear that a training needs analysis measured against a standard was essential to determine gaps in performance and to indicate the scope of work. Had a thorough training needs analysis been carried out at the beginning of the commissioning process, it would have

determined the deliverables for the contract. Because the scope of work was ill-defined, it allowed looser interpretation of the contract requirements. In this case, the vendor fulfilled contract requirements for quantitative purposes but not for qualitative purposes. Better determination of the scope of work would have improved professional development provision.

The second finding was about specificity. If the qualitative nature of the contract had been specified then professional development would have improved. Being specific impels the vendor to comply with the specific requirements of the contract.

‘You must clarify the goals you want to achieve and improve student learning before you can judge the value, worth, and appropriateness of any professional learning activity’ (Guskey, 2002).

Further, specific deliverables expressed as measures allow for the judgement of contract effectiveness and benefits gained. Performance criteria and indicators, as found in qualifications, are useful for generic job roles, because they allow competence to be judged. However, qualifications used should accurately reflect the culture and the occupation skills required for the job, in that country. Therefore, specific deliverables and measures stated in the contract would have improved professional development provision.

The third finding was about learner improvement. If the learner performance had been measured then the impact of the professional development would have been evident:

‘Performance measures indicate the extent of the learners’ learning’ (Stoll, *et al.* 2012).

However, it was difficult to determine the extent of learning because few measures had been applied. As a result, the contract for professional development should have included measures of learner performance. Further, the crossover of off-the-job learning into application in the learning environment was minimal.

‘Teachers and principals’ transfer of knowledge into practice and delivery to the learner, shows little evidence in most cases’ (Guskey, 1997, 2003, 2005; Lindon, 2011; Lowden, 2005).

To make the professional development more effective, classroom based professional development would have transferred knowledge into practice more readily. Had professional development been less off-the-job and more school based, school led and classroom based in the learning environment, transfer of learning could have taken place. Further, professional development would have improved because new practice could have been applied directly to the learner. To conclude and to answer research question 1, improvements could have been made to the professional development provision for more effective outcomes.

Next, I address the second research question.

Research question 2: ‘Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?’

It was recommended that a model of professional development, the Informal Model of Continuous Improvement, be used for professional development for principals but not for the wider school workforce. Therefore, for each wider school workforce position, a professional development model was needed.

PD Finding 6 states:

The Informal Model of Continuous Improvement was used for Abu Dhabi Education Council’s professional development for principals and vice principals.

Findings show that by adopting models all the components of the model were contained in the scope of work. Using models gives a structure to professional development and puts all the component parts into context.

'Professional development should be developed and applied to the wider school workforce' (Audit Commission, 2011; Beeson, Kerry and Kerry, 2003).

For the wider school workforce, it was essential that specific need was incorporated into the model of professional development. This led to the fifth finding:

CPD Finding 5: When commissioning for professional development, a model of professional development was not specified and tendered to for each job role.

Further, the overall contract needed to be tracked, measured for progress and return on investment measures integrated into the contract.

WSW Finding 5 states:

Contracts for professional development did not have have milestones and key performance indicator measures.

WSW Finding 6 states:

Return on investment was not calculated from the beginning and throughout the contract.

PD Finding 7 states:

Return on investment needs were not calculated at the start and throughout the professional development contract.

Therefore, findings show that milestones in a contract could be tracked with progress measured as behind schedule, on schedule or ahead of schedule. Measurement was also necessary for judgement about the status of the contract and having milestone measures would have facilitated the calculation of the return on investment. Therefore, milestones stated in the contract ought to be part of the professional development model.

It is important when undergoing commissioning for professional development that the local price, per capita, per day be established

beforehand. Further, knowing the going rate should reduce the acceptance of exorbitant tenders.

WSW Finding 4 states:

A maximum ceiling price per capita, per day for vendor proposals was not available.

Findings show that by not knowing the local rate, I could not recognise a reasonable rate from an inflated rate. Further, stating the maximum price as a ceiling price was prudent.

‘The advantage of a ceiling price is that costs are contained as reasonable’ (Phillips, 2011; Phillips, 2003).

This led to finding six:

CPD Finding 6: A maximum ceiling price, per capita, per day for vendor commissioning of professional development was not set.

It was also possible to negotiate contracts received from vendors for better ‘fit’ and price application.

WSW Finding 3 states:

Vendor proposals were not negotiated and adjusted for client acceptance.

Findings showed that the price a vendor submitted was not necessarily the lowest that they could have tendered. Vendors normally build in a margin of profit that is acceptable, to an extent, but it should not compromise provision or quality. It was found that by developing the proposal with the vendor, better commissioning occurred and submissions were much better suited to the needs of the client. Therefore, negotiating and adjusting proposals with vendors improved quality. This led to finding seven:

CPD Finding 7: Vendor proposals were not negotiated for ‘better fit’ professional development and better pricing.

When the contract for professional development is developed, risk is an important consideration. Further, reports about the professional development performance needed to contain qualitative and quantitative data. The quantitative data allowed measurable analysis against milestones and key performance indicators, whereas the qualitative data provides information about satisfaction levels, observations and personal judgements.

WSW Finding 7 states:

Results from professional development reports were not analysed, triangulated and evaluated immediately, to assess progress and risk.

The finding shows that in the previous contract, reports were submitted but not fully analysed. As a result, data that was available, that could have led an intervention sooner, was not acted on. By not analysing the data, the risk of the professional development not meeting requirements escalated. This led to finding eight.

CPD Finding 8: Risk assessment was not carried out to continually evaluate and intervene where practice was not meeting key performance indicators or milestones.

To conclude this section the second research question asked:

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

I address research question 2 in the next chapter, Chapter 6.

5.5 Conclusions

In this chapter, I looked at the findings from the professional development (PD finding) and findings from the wider school workforce professional development (WSW findings) and compared the findings to the commissioning of professional development to

arrive at findings coded 'CPD findings'. In the next chapter, I complete SSM Stage 4 activities of action to improve by develop models for wider school workforce professional development.

Chapter 6 Conclusions and Recommendation

6.0 Introduction

In the last chapter, I considered the findings from the professional development and the wider school workforce and I applied these findings to the commissioning of professional development to arrive at eight recommendations for commissioning professional development.

In this chapter, I consider my journey through this project in terms of SSM, discuss findings and recommendations for the professional development for principals and present my improved Informal Model of Continuous Improvement. Then, I consider my findings and make recommendations for the wider school workforce. Next, I apply my findings and give my rationale for the professional development content of each of my wider school workforce models, before finishing with my model for the commissioning of professional development.

The chapter is divided into eight sections as follows:

- 6.1 Professional Development - Principals
- 6.2 Improved Informal Model of Continuous Improvement - Principals
- 6.3 Professional Development - wider school workforce
- 6.4 Recommendations - wider school workforce
- 6.5 Models of Professional Development - wider school workforce
- 6.6 Recommendations - commissioning of professional development
- 6.7 Conclusions
- 6.8 Final conclusions

6.1 Professional Development – Principals

Next, I reflect on the SSM process and make conclusions and recommendation for professional development for principals.

6.1.1 Stage 1 – Finding out: Conducting SSM Stage I, finding out, required extensive research, because the nature of the problematic situation surrounding professional development was not immediately apparent. Research confirmed the messiness of the situation. Because finding out considered all aspects of the professional development provision, judgements were possible. These judgements were underpinned by the 21 significant pieces of data, findings from professional development for principals and the wider school workforce. Therefore, the research process produced findings that made it possible to consider and make recommendations.

Analysis I – Roles, norms and values. It was important in Stage I, that I used Analysis I to establish roles, norms and values to give an indication of how the stakeholders were involved in the problematic issue. Analysis 1 delimited those stakeholders and departments that were not involved in the research group enabling a focus on the problematic situation. As a result, more applicable information was used to make conclusions. Analysis I confirmed roles. Senior directors were the client/owners and responsible for the intervention. The Professional Development Department was the problem owner responsible for solving the problematic issue. The role of the cluster manager emerged as being a weak link in the professional development chain of provision. The cluster manager's role would be of greater benefit if it addressed principals' needs and learner attainment. To enhance the cluster managers' role coaching and mentoring to develop and support principals' performance rather than critique it would be beneficial.

Analysis II – Social and Cultural: Using unstructured interviews allowed the social aspects of the problematic issue to emerge. From the interviews, it was the voice of the participant that was heard in terms of their views of the quality and suitability of the professional development. It was their voices that formed the bases of data collection, findings and recommendations about this research. Therefore, the voice of the participants in this case was a powerful one.

Further, the participants' voice about cultural aspects emerged as being a significant factor in exploring the dissatisfaction of the participants. It was by listening to the complaints and checking assertions that it was discovered that the materials were not only culturally unsuitable but scant in content. Importantly, the voice of the participants led to claw back from the vendor on payments that had been made for the production of materials.

The participants' complaints led to the reassessing of all materials for distribution, making savings on vendor performance. Furthermore, had the process of gathering data not taken place, the rich data that was gathered would not have been available for decision makers to make use of. Therefore, this research played an important part in the subsequent actions taken about professional development provision.

Another social and cultural aspect was the responses of principals in the survey. Principals were making judgements about their own performance and that may have led to bias. If principals answered negatively, it meant they did not have the ability to perform their duties and would be an admission of being incapable of carrying out their work. Therefore, it was not clear whether truthful statements were obtained. As a result, principals may have judged they did not need to change their performance and were seen to be resistant to change. Principals may have over-estimated their performance to prove they were capable of performing at work, causing bias and swaying their judgement to produce information that was not wholly factual.

Analysis III – Political. Using Stage I Analysis III, considering political issues, led to intervention in the professional development provision. It was by use of Professional Development Department Reports and the Vendor Reports about the professional development provision that the situation became clear. The admission by the vendor that the provision was not suitable was a major breakthrough in recognising that the professional development provision was poor, sub-standard and needed to be repurposed. It was as a result of the formal reports that senior directors could make the decision to

intervene, to repurpose for more suitable provision. This led to positive feedback once repurposing had been applied. Using the four reports and the participants' voices proved that the triangulation of data gathered was valid and reliable.

Rich picture: The rich picture highlighted the roles and relationships in the professional development school environment. It considered all parties' participation in the poor vendor performance. It was because cluster managers wanted to retain their positions and employment within the school system that they needed to prove their value. Thus their personal agenda may have accounted for their negative view of the principals' levels of competence. What was learnt from the Principal Leadership Survey was that cluster managers were fairly relaxed in their monitoring and were underutilised in the school environment. There was a lack of value attached to their role that led to a deeper consideration of the cluster managers' value in the school system. It became clear that cluster managers needed a structure and purpose to their role within the school environment, if the employer was to gain value from their employment. Cluster managers needed to be of more assistance by coaching and mentoring and transferring their knowledge to principals to assist in the practical management of the school environment.

Results showed that cluster managers had a role to play in two ways: assessing principals' performance and supporting principals' development. However, it was decisions about changing the role that were required by senior directors to redress the situation.

It was the Informal Model of Continuous Improvement that considered the professional development for principals as being business management requirements, including:

- strategic planning and implementation
- financial management
- people management

- communication
- time management

The role of the principal within the New School Model was seen by Abu Dhabi Education Council as a business management role more than the traditional principal's role.

‘As organisational leaders, principals need to have the same kind of skill sets that effective managers in other professions possess: the ability to create a compelling vision, high-performing teams, think like problem-solvers, put to strategic plans in place, and execute on those plans’ (Superville, 2015).

Because principals may not have been fully aware of their business management role, they may have over evaluated their performance. Considering their performance from the traditional principal's role may have led them to consider themselves very competent. Consequently, principals needed to be made clear that they were considered Business Managers. It was perhaps the confusion over the principal's role that led to principals being resistant to change.

6.1.2 Stage 2 - Purposeful activity model

The root definition was a pivotal point in the SSM process, and considered the purposeful activity model that directed provision to the appropriate and applicable professional development. The purposeful activity model facilitated the comparison of the real and the conceptual worlds.

6.1.3 Stage 3 – Dialogue

It was by discussion that the newly constructed models of professional development could be considered on merit. The discussion enabled improvements to be applied that strengthened the models and made them more applicable to the school situation.

6.1.4 Stage 4 Action-to-improve – Principals

Action-to-improve considered standards, targeted professional development provision, training needs analyses, the relationship to everyday life, measures and impact of learner attainment, and levels of return on investment.

Standards: Action-to-improve considered occupational standards for principals' professional development. The Abu Dhabi Educational Council's standard for principals was available but had not been used, and consequently resulted in inappropriate professional development being applied. If the standard had been in use then the performance of the principals could have been measured to determine if the standard had been achieved. But because the vendor did not use the standard, they could not accurately design professional development for principals. As a result, provision was not targeted to the standard or to the needs of the principals.

Targeted Provision: Action-to-improve also considered targeted professional development. The target of the professional development determined in the Informal Model of Continuous Improvement was to support the New School Model, and included occupational skills of strategic planning and implementation, financial management, people management, communication and time management. These were all skills required to manage the New School Model. Had those business skills been the content of the principals' professional development provision, then the results would have been reflected positively. As it was, it was reported that 0% of principals had substantial ability to create and implement a strategic plan, indicating that business skills had not been taught. Was the vendor aware that it was business management skills professional development that was required to be provided to the principals?

The repurposing for vice principals in April of the same year included development of:

- a bi-literate environment
- differentiation

- supporting second language learners
- common understanding
- providing feedback
- teacher resources (Vendor Report, 2011).

Although professional development content indicated that Abu Dhabi Education Council wanted business management skills, the vendor was providing school based pedagogy. Therefore, the vendor was not providing the service required in the Informal Model of Continuous Improvement and did not reflect the Abu Dhabi Education Council's standard for principals.

Another consideration was the implications for teachers aspiring to principalship. Most principals in the UAE take the route to principalship through teaching. Teachers' initial skills are teaching skills, but on promotion they are expected to be able to immediately perform as a principals. Principals are thrust into principal positions with very little preparation. Conversely, the British system prepares teachers' career pathway to principalship through the National Qualification for Middle Leaders moving up to Senior Leaders and finally the National Professional Qualification in Headship. Therefore, it is recommended that senior directors consider if qualifications can assist aspiring principals to acquire the skills required for principalship. From the seven main findings in Table 12 in Chapter 5 from the professional development for principals, the following recommendations are derived:

Training Needs Analysis: Finding 3 considers training needs analysis as an issue in professional development. Because the training needs analysis has already been identified as a weakness, it can be concluded that carrying out training needs analysis thoroughly, to determine scope and specificity, is a requirement for targeted professional development.

Relate to everyday life: Findings show that the transfer of theoretical knowledge into practice was low. Reasons could be that professional development did not relate to the daily life in the school environment. Research shows that the closer the professional development is to everyday life, the more likely it is that it will transfer into the work based situation. It can be concluded that delivering classroom based professional development would prove successful.

Measures of learner attainment need to be measured to determine the impact on the learner: It is the rate of learner attainment that is expected to increase as a result of principals' performance improvement. Therefore, the impact of professional development on learner attainment needs to be measured as one indicator of professional development effectiveness. If there is no noticeable impact on learner attainment, as in this case, then measurements of learner performance need to be taken. In this case, increases in learner attainment were low, as was the attention to student-centred learning. An area of further consideration could be the relationship between the low attention to student-centred learning and low student attainment.

Return on investment: One of the major concerns about system wide professional development provision was the cost of contracts. It was therefore important to be able to justify expenditure through calculation of the return on investment evidence for added value.

6.2 Improved Informal Model of Continuous Improvement – Principals

As a result of the findings and recommendations the Informal Model of Continuous Improvement could be reconsidered for improvement measures. It was as a result of recommendations from principals' professional development that recommendations to improve the Informal Model of Continuous Improvement were made. The model shown in Figure 13 was the original model, while the new model, as shown in Figure 19, is the improved model.

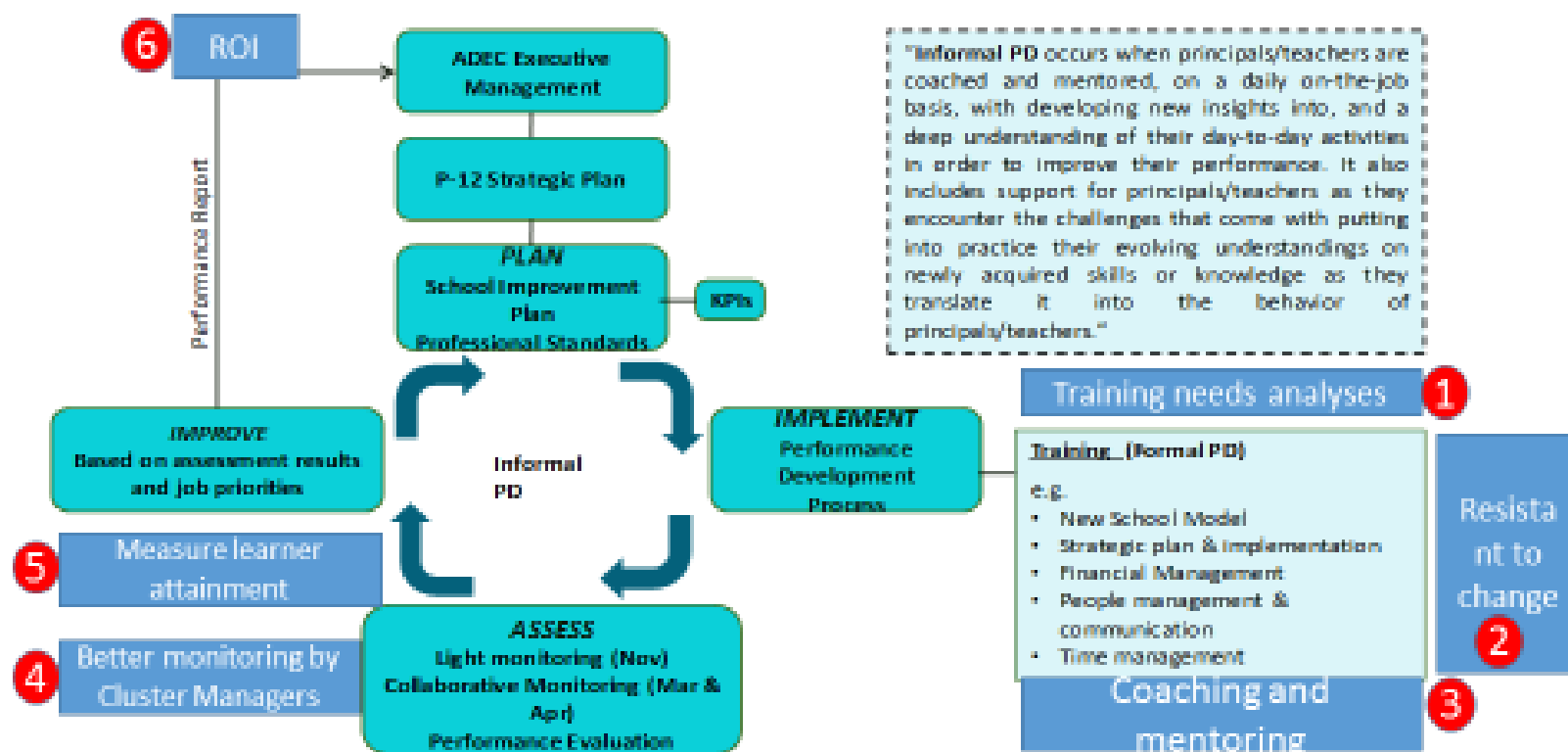
After lengthy analysis, six main SSM Stage 4 'action-to-improve' improvements were made to the Informal Model of Continuous Improvement. They were:

- Box 1 - training needs' analysis
- Box 2 - resistance to change
- Box 3 - coaching mentoring
- Box 4 - better monitoring by cluster managers
- Box 5 - measure learner attainment
- Box 6 - return on investment.

The introduction of the six boxes became the Improved Informal Model of Continuous Improvement (see Figure 19). Although the Informal Model of Continuous Improvement was a solid model in the first instance, the six improvements to the model further enhanced its applicability and appropriateness for the school environment. By adopting this improved model, further success could be gained.

I now consider why and how recommendations ought to be included and their implications for principals' professional development and improvement to the Informal Model of Continuous Improvement. Because cluster managers were underutilised, an improved wider monitoring remit would add value to the education system. Better utilisation of cluster managers' work could contribute to the shared understanding of the outcomes to be achieved for specific strategies. Monitoring would relate to Figure 19, box 4, which recommended performance evaluation for more focused performance improvement.

Figure 19 Model 1 Improved Informal Model of Continuous Improvement



Source: Abu Dhabi Education Council (2011).

To support principals in their development, it is recommended that coaching and mentoring be added to the model. Because coaching and mentoring, as shown in box 3 Figure 19, is a supporting role for principals, to be effective, cluster managers need to improve their own coaching and mentoring skills. This would effectively improve principals' performance. This led to recommendation one:

PD Recommendation 1: Cluster managers need structure and purpose to their role, to include skills of coaching and mentoring to be able to develop and support principals' performance.

Another reason for adjusting principals' professional development was to include resistance to change in the content of the professional development. Doing so highlighted the issue so that principals could adopt more positive attitudes and behaviours for improved performance. The ensuing improvement by the principal would bring about improved performance of the teacher and learner. This led to recommendation two:

PD Recommendation 2: Principals need to perform to standard and be less resistant to change.

Another reason for adding standards and targeted provision to professional development was to build competency and capability in specific skills. Skills are needed for achieving the school's strategic vision and priorities, curriculum, teaching, learning and assessment. Further, targeted professional development needs to be applied to address weaknesses, to further improve principals' performance. Targeted techniques are needed to bring about improved principal performance so that in turn learner attainment can increase. This led to recommendation three:

PD Recommendation 3: Standards and targeted provision should be included in professional development models.

Another recommendation concerned the development of the technical skills needed to improve principals' leadership of their schools. This could be achieved by qualifications and well-constructed professional development for the management of schools. This led to recommendation four:

PD Recommendation 4: Technical skills via qualifications need to be included in professional development provision.

It is thought that the first identified recommendation of carrying out a thorough training needs analysis, as demonstrated in box 1 in Figure 19, should be added to determine the professional development scope required. Because training needs analysis is measured against the standard, it determines the gaps and weaknesses in performance that subsequently enable the planning of professional development. Measuring against the standard is also applicable to professional development at the individual level. This led to recommendation five:

PD Recommendation 5: Training needs analysis needs to be conducted thoroughly to determine accurately the scope and specificity of the professional development.

Another consideration is the importance of relating professional development to the work of the principals in their daily lives. This requires professional development to be designed in such a way as to embed skills for managing the school environment into everyday working life. Embedding delivery of the professional development in the school environment would facilitate transformation of practice. This led to recommendation six:

PD Recommendation 6: Professional development needs to relate to work and every day work tasks.

A further recommendation for improving the Informal Model of Continuous Improvement was to measure learner attainment, as shown in box 5 in Figure 19. Because professional development for learner attainment was important, assessment of learner performance was needed to chart progress. It was expected that, through professional development, bringing changes in the principals'

performance would impact on the learners' performance. Therefore, the effectiveness of the professional development needed to be evident in the learner attainment. This led to recommendation seven:

PD Recommendation 7: Measures of learner attainment need to be applied to determine impact on the learner.

The final recommendation for Model 1 the Informal Model of Continuous Improvement was to measure the return on investment, as shown in box 6 in Figure 19. Because system wide professional development runs into tens of millions of dirhams it is important that professional development should bring results and add value. By identifying and measuring key performance indicators, return on investment is identified. This led to recommendation eight:

PD Recommendation 8: Return on investment needs to be calculated against key performance indicators to determine the added value.

As a result of applying the recommendations to the Informal Model of Continuous Improvement, the model has now been improved and will be referred to as the Improved Informal Model of Continuous Improvement.

6.3 Professional development – wider school workforce

Having considered principals' professional development, I now consider the wider school workforce professional development. Next, I reflect on the SSM process and make conclusions and recommendations for factors to be improved in the models of professional development for the wider school workforce.

6.3.1 Stage I – Finding out

Because there was no wider school workforce employed in Abu Dhabi Education Council, learning about professional development provision was a challenge. Because the wider school workforce were not yet in employment, researching in Abu Dhabi was not possible. Therefore,

learning had to come from other sources, such as research on the wider school workforce from Britain. As a result, it was from extensive research about the wider school workforce in Britain that the lessons were learnt for the UAE.

Analysis I – Roles, norms and values: Being the key stakeholder tasked with commissioning professional development, I worked very much on my own on this project. Because I was in the Professional Development Department, I was able to call on my colleagues for assistance and support. However, the sphere of personnel involved in the commissioning of professional development was small.

Analysis II – Social and cultural: From my previous research, I knew it would be the social and cultural status of the wider school workforce that would be of most concern to UAE nationals. Previous research indicated that certain work environments, such as retail and hospitality, were not considered acceptable. Additionally, it was unknown at the time whether Emiratis would find all wider school workforce positions attractive and acceptable. It was acceptable to be a teacher in a school, but would it be acceptable to be a teacher's assistant? However, because the positions were to be in the education environment, in single gender, female only environments, previous research indicated the workplace itself would be acceptable.

Analysis III – Political: Political aspects of the commissioning of professional development for the wider school workforce were key to whether the professional development provision would be implemented or stopped. Decisions needed to be made by senior directors as to whether recruitment would commence. Recruitment of the wider school workforce was scheduled to begin before September, at the start of autumn term.

Rich picture: It was the rich picture that outlined the challenges of the professional development provision for the wider school workforce. The challenge of sourcing vendors for each job position was a huge undertaking. Because I was required to prevent further poor vendor provision, I needed to be sure that my actions would lead to improved

provision. It was because of my previous experience that I searched internationally for the best vendors for the professional development, because specialist vendors were not available in the UAE. Therefore, an international search formed the basis of the commissioning process. As a result, 29 different vendors, the majority being international vendors, were involved in submitting proposals for the professional development.

6.3.2 Stage 2 - Purposeful activity

Root definition activity, derived from the purposeful activity model, made the requirements for the wider school workforce professional development clear. After checking the root definition's appropriateness, accuracy and validity with tools such as CATWOE and 5Es, the root definition was confirmed as fit for purpose. By extracting the two main statements from the root definition, the key requirements became apparent. They are technical skills and the integration of the wider school workforce into schools. Further, research indicates that integration efforts for the wider school workforce was not conducted at the beginning of their employment. This led to recommendation one:

WSW Recommendation 1: Integration of the wider school workforce into the school environment needs to occur on employment.

Technical skills were identified as a main consideration for work competence. Because technical skills had been determined from the root definition, they would be central to the professional development requirement and led to recommendation two:

WSW Recommendation 2: Technical skills for each job role need to be identified in professional development.

6.3.3 Stage 3 – Dialogue

The four conceptual models developed by my colleagues and the Abu Dhabi Education Council formed the basis of the discussion about the

conceptual activity model. The two statements, derived from the principals' professional development analyses, were about standards and technical skills. Additionally, two statements from the wider school workforce root definition and purposeful activity model were about technical skills and integration by induction. Therefore, four statements were proposed as improvements for each job role and were to be included in the wider school workforce model as actions-to-improve.

6.3.4 Stage 4 – Action-to-improve – wider school workforce

Action-to-improve considered, in addition to the standard and technical skills, the integration of the wider school workforce into the school environment.

Integration: Research indicated one main reason for the wider school workforce underperforming in schools as a lack of integration into the school environment (Audit Commission, 2011). Because the wider school workforce were to be newly appointed, it would be the first time that assistance would be given for the running of the school. Therefore, the wider school workforce needed to know how they fitted into the school environment and school staff needed to know how to accommodate them.

Induction: Because of the newness of the wider school workforce being introduced into the schools, inductions for all staff would be important. There would be a need for other staff to understand the limits of the wider school workforce's duties and roles to be able to respect the boundaries of each staff member. As a result, staff would not feel they were breaching each other's job roles. Therefore, it can be concluded that the main topic of induction training ought to be the role, duties and the relationship of the wider school workforce to other staff members in the school environment. This led to recommendation three:

WSW Recommendation 3: Induction needs to concentrate on roles, duties and relationships to other staff.

Technical Skills: Because most of the potential Emirati appointments to the wider school workforce have not worked in wider school workforce positions before, they will be inexperienced or unqualified for their work role. As a result, it would not be expected that the wider school workforce would be accomplished employees on their initial appointment. Therefore, professional development provision needed to outline their duties, particularly the technical skill requirements and the standards required for the job. Because technical skills may take some months to develop, work and professional development need to occur simultaneously. Therefore, to assist the wider school workforce to become competent in their work, it was recommended that they undertake professional development in technical skills.

To conclude, action-to-improve for principals' recommended standards and targeted professional development should be included. Similarly, the findings from the wider school workforce recommended induction, integration and technical skills should be included. Therefore, improvements to the models for the wider school workforce will include standards, targeted professional development, integration, induction, technical skills and gaining a qualification relevant to their post.

6.4 Recommendation – wider school workforce

Next, I present the eight findings from the wider school workforce, as shown in Table 13 in Chapter 5. These findings were not only derived from learning from professional development for principals, but also from the wider school workforce. Analysis and learning from findings has strengthened the recommendations for the wider school workforce's professional development provision.

Training needs analysis: Wider School Workforce WSW Finding 1 identified training needs' analysis was not identified and previous professional development content was not specific. Further, due to the lack of specificity, Cycle 2 and 3 staff judged the professional development received was not targeted or specific enough to meet their needs, which led to their dissatisfaction. As a result, participants

chose not to attend and missed a substantial amount of professional development. Due to a lack of specific professional development content, participants were dissatisfied with the vendor's professional development, did not attend and missed out on learning opportunities. This led to recommendation four:

WSW Recommendation 4: Specific professional development is required for impact in the work environment.

Qualifications: WSW Finding 2 indicated that qualifications suitable for the new wider school workforce staff was not applied. Because qualifications are standards developed by industry, they reflect industry requirements for the skills of particular occupations. Further, because the wider school workforce were new in their posts, it was important that they were aware of the standard they were required to achieve, in order to competently perform their work duties. Additionally, because the qualifications have set standards, stated as learning outcomes and performance criteria, they enable a judgement of performance to be made. Some qualifications hold international accreditation that would give the wider school workforce internationally recognised qualifications. Further, qualifications can be used for employment opportunities or articulated toward further education opportunities. It can therefore be concluded that if the wider school workforce undertake qualifications it will be advantageous for their employment status and career path. This led to recommendation five:

WSW Recommendation 5: A qualification will require wider school workforce to prove competence to receive a credential that qualifies them to undertake their job role.

Negotiation: WSW Finding 3 identified that wider school workforce vendor submissions were not discussed and negotiated. When a vendor submits a proposal, it does not necessarily mean it reflects the requirements of the scoping document. When negotiating to achieve Abu Dhabi Education Council's requirements, the aim was not necessarily to purchase the vendor's ready-made programmes but to

negotiate bespoke programmes. It was through negotiation and insistence on vendors addressing the scope of work that I arrived at the training programmes that were necessary for the wider school workforce's professional development. Therefore, it can be concluded that negotiating during the commissioning of professional development is advantageous for obtaining required content and cost. This led to recommendation six:

WSW Recommendation 6: Vendor proposals can be negotiated.

Maximum ceiling price: WSW Finding 4 demonstrated that vendor prices varied enormously between local vendors and international vendors. By asking for expenses to be quoted separately from the professional development provision, I could consider the professional development cost separately from additional expenses. Separating costs allowed for a comparison of the cost of the professional development, per capita, per day to be considered giving like for like comparative costing.

The international vendors' bid prices varied significantly for similar levels of provision. Therefore, by setting a ceiling price for vendor proposals I could contain costs. Setting the ceiling price was effective because subsequently all vendors quoted below the recommended ceiling price. However, one large international vendor thought they would bypass me and go straight to the Procurement Department for a higher price. I challenged the bid prices because it was in the interest of the Abu Dhabi Educational Council. I did not want to cut the bid price so far that the vendor would not profit from the contract and take short cuts in the provision. However, because the bid price was met by the vendors, the saving for Abu Dhabi Education Council was substantial and in the millions of dirhams range. Therefore, it can be concluded that the strategy of setting a ceiling price can result in a substantial saving on the cost of professional development. This led to recommendation seven:

WSW Recommendation 7: A ceiling price should be placed on a vendor price, per capita, per day.

Contract milestones and key performance indicators: WSW Finding 5 indicated that professional development provision, at that time, was not project managed. Because of a lack of project management, measurement of achievement was difficult to determine. It was even difficult to know if the requirements of the contract were being met. Project managing agreed key performance indicators and milestone measures of success, as well as allowing the vendor and Abu Dhabi Education Council the opportunity to review progress. Additionally, providing the tranche payment to the vendor against achieved milestones would encourage the vendor to deliver on time to receive payment for the successfully delivered service. Therefore, it can be concluded that setting milestones and key performance indicators would be advantageous for the commissioning of professional development. This led to recommendation eight:

WSW Recommendation 8: Milestones and key performance indicators allow the measurement of contract performance.

Return on investment to be calculated from the beginning of the contract: WSW Finding 6 stated that the tangible and intangible return on investment prior to the commencement of the contract was not pre-determined. Determining the return on investment would facilitate measurements, allowing judgements to be made from the onset of the contract. Further, measurement would be important to maximise the effects of the contract.

Additionally, return on investment needs to be continually calculated to ensure maximum benefit is being gained from the contract. Where a contract does not seem to be providing a return on the investment, investigation is required. Investigating the reason for lack of contract performance, if determined, may indicate the corrective action or intervention required. Therefore, it can be concluded that measuring the return on investment from the onset of the contract is advantageous. This led to recommendation nine:

WSW Recommendation 9: Return on investment should be calculated from the beginning of the contract.

Analysis of reports from the beginning and throughout the contract: WSW Finding 7 noted that reports from the vendor and the Professional Development Department that were submitted to senior directors were not adequately analysed. Reports detailed factual information about numbers of attendees and the professional development received. As a result, vital evidence of contract performance was being overlooked. Further, dissatisfaction was evident in the non-attendance of staff in different cycles. It was because of the lack of analysis of information that poor vendor performance persisted for so long. The intervention to stop the poor vendor performance could have taken place sooner and repurposing could have been applied earlier to maximise the return on investment. Therefore, it can be concluded that immediate analysis of reports when received indicates whether contracts are performing well or indicate necessary intervention. This led to recommendation ten:

WSW Recommendation 10: Analyse reports and assess risk from the beginning and throughout the contract.

Model of professional development is required for commissioning of professional development: WSW Finding 8 indicated that models of professional development did not contain content and schedules of work. Because very few vendors stated the delivery methods for their professional development, a model of professional development was required and circulated. Vendors then were able to consider the requirements for professional development and include it in their proposal. This resulted in proposals that were in line with Abu Dhabi Education Council's requirements for professional development. Therefore, it can be concluded that circulating a model of professional development to vendors improved the quality and appropriateness of submissions and led to recommendation eleven:

WSW Recommendation 11: A model of professional development is required for the commissioning of professional development.

6.5 Models - professional development - wider school workforce

Next, I discuss the general requirements for each wider school workforce model. When I first started to develop the models for professional development for wider school workforce, it was necessary to analyse the skills required for each job role. It was determined that English language proficiency, Arabic language proficiency and typing were basic requirements for inclusion and testing. Previously, all staff employed in Abu Dhabi Education Council had to prove competence and had been tested. As a result, over one thousand teachers were redirected. Further, it was clear that soft skills and technical skills would be required to be included in the model for each post as was the requirement for assessment and reporting methods.

Assessment methods: As a general requirement, five types of assessment had been suggested for vendors to follow. These were knowledge, progress, self-assessment, initial and summative assessments. All five assessment methods were to measure the initial and formative status of the wider school workforce to allow summative measures of progress. Further, the vendor's assessment strategy was to be built into their proposal to allow measurement of the journey travelled. It was therefore concluded that assessment be a part of the vendor's proposal.

Reporting style: Similarly, reporting on attendance, assessment and impact was required as a contractual requirement of the vendor. It was important to receive regular reports on vendor progress to determine if key performance indicators were being met. It can therefore be concluded that reporting required the vendor to justify their performance and to show where impact on performance was being evidenced and successful.

Integration: Of prime importance was that all professional development models included integration of the wider school workforce into the school environment. It was recommended that blocks of professional development were more appropriate for integration into the school schedule.

Support services: An additional requirement that I was keen to see, was a programme of support services that gave access to learning. Online services would provide the necessary background to allow the wider school workforce to understand their roles and the technical details of their duties. Additionally, association membership would give access to international practitioners, publications, conferences, webinars and resources. Further, association membership would give a degree of professionalism to each post and, where possible, be built into each model and vendor proposal.

Standards, targeted provision and technical skills: As a result of findings about professional development, standards, targeted provision and technical skills were added as requirements to all models. Standards have been included in all models because they state the occupational skill standard requirements for a profession, derived from a functional analysis of the occupational landscape. National occupational skill standards are statements of knowledge, skill and aspects of competency required to complete tasks. Occupational skill standards are the minimum threshold for competent performance. In this case, occupational skill standards have been identified and are considered as component skills of each of the 10 wider school workforce occupations being developed for entry into the learning environment. Normally they are expressed in the form of units within a qualification and comprise both learning outcomes and performance criteria that reflect required performance to the standard. By introducing a standard in each of the wider school workforce occupations, employees will have clarity in job and responsibility levels. Further, it provides a directly relevant measure for employers to assess employee performance.

Additionally, learning from the wider school workforce around scope, specificity, negotiation and integration was incorporated into each model. Therefore, the new models of professional development included the recommendations from the principal and wider school workforce recommendations. As a result, learning from this research project could be applied to all contracts.

Delivery method: The delivery method for professional development generally was four to eight days of face-to-face provision, spread over a six month period. Additionally, there followed a one to three day follow up session. Online support modules were provided for self-study throughout the learning. It was the short sharp method of delivery that was deemed the most cost effective and efficient and was therefore to be built into all proposals.

Reporting style: It was important to keep track of attendance to ensure the wider school workforce was attending, because in the previous contract, there had been an issue of non-attendance. Keeping track of attendance, an early sign of dissatisfaction, was important. It was also important that any skill assessment results be provided in order to assess progress, because in the previous contract, there were issues with progress. Further, where results were not proving learning, reporting would indicate whether an intervention was required or not. Therefore, there was a requirement for standards, targeted provision and technical skill to form the main content of each model.

Next, using the recommendations, models of professional development for each wider school workforce were developed. Ten models were originally considered but Abu Dhabi Education Council decided that the facilities coordinator position would be out-sourced and therefore a model was not developed for this post. Models were developed for each wider school workforce position as follows:

- Business development coordinator
- Registrar

- Classroom assistant
- SEN classroom assistant
- Social worker
- Student career councillor
- Learning resource centre coordinator
- Secretary
- Administrative assistant

Next, I will discuss each model in more detail and justify the inclusion of the content.

6.5.1 Business Development Coordinator

Because the school's business development coordinator provides administration to the principal's office, their duties included administration, finance, human resources, procurement and coordination with Abu Dhabi Education Council Head Office. The main aim of the business development coordinator was to provide support services within the school for seamless business operations. To be able to undertake this role, specific professional development was required in the form of keyboard skills and use of a specific software called the electronic student information system (eSIS). The model for the school business development coordinator is shown in Figure 20.

Qualification offered: The business development coordinator's role proved a difficult role to provide professional development for because there was no obvious qualification on the market for a business development coordinator, specifically for schools. I therefore turned to vendors to make the suggestion and the conclusion was that an endorsed award from the Institute of Leadership and Management be used. However, because endorsed awards are not recognised as accredited qualifications in the UAE, they would hold no value in the UAE's academic and vocational system. However, three vendors were using this type of award, so it was the only option available. It can be

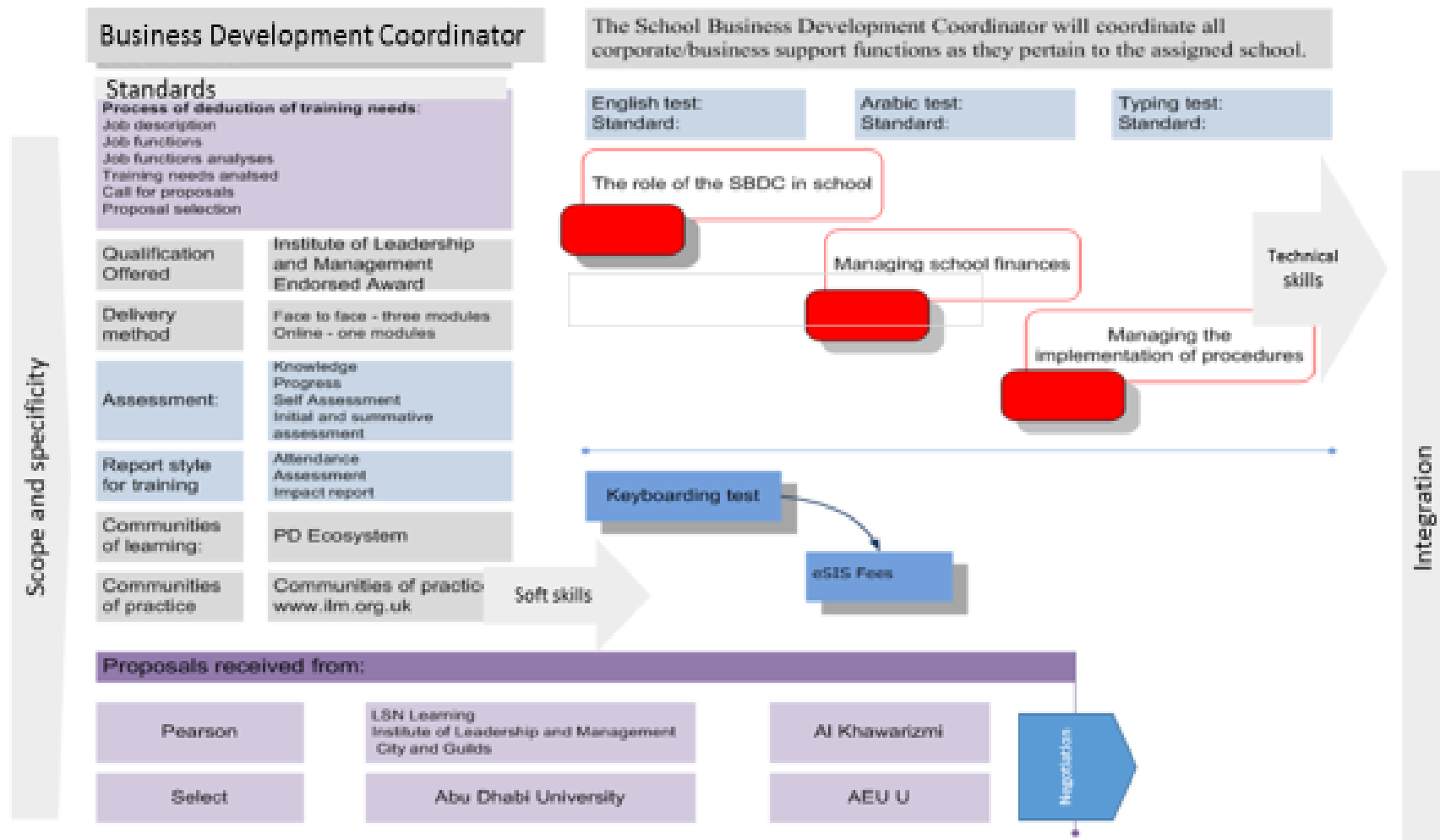
concluded that due to the unusual nature of this position it was difficult to provide a standardised professional development qualification.

Delivery Model: Because of the importance of the position of business development coordinator, it was a key position for supporting the running of the school. Further, some vice principals indicated they would like the role. Therefore, a four day programme was developed for this work position.

Support Services: The professional support for the business development coordinator was through the Institute of Leadership and Management portal. The portal provided one module that, if completed, would be of value to the business development coordinator.

Proposals: There were eight proposals received for providing professional development for the business development coordinators. All were local vendors from inside the United Arab Emirates. The scoping documents were received by the vendors and this was followed by vendors meeting the ceiling price stated. It can be concluded that the model of professional development for the business development coordinators was fit for purpose, as were the vendor proposals.

Figure 20 Business Development Coordinator



6.5.2 Registrar

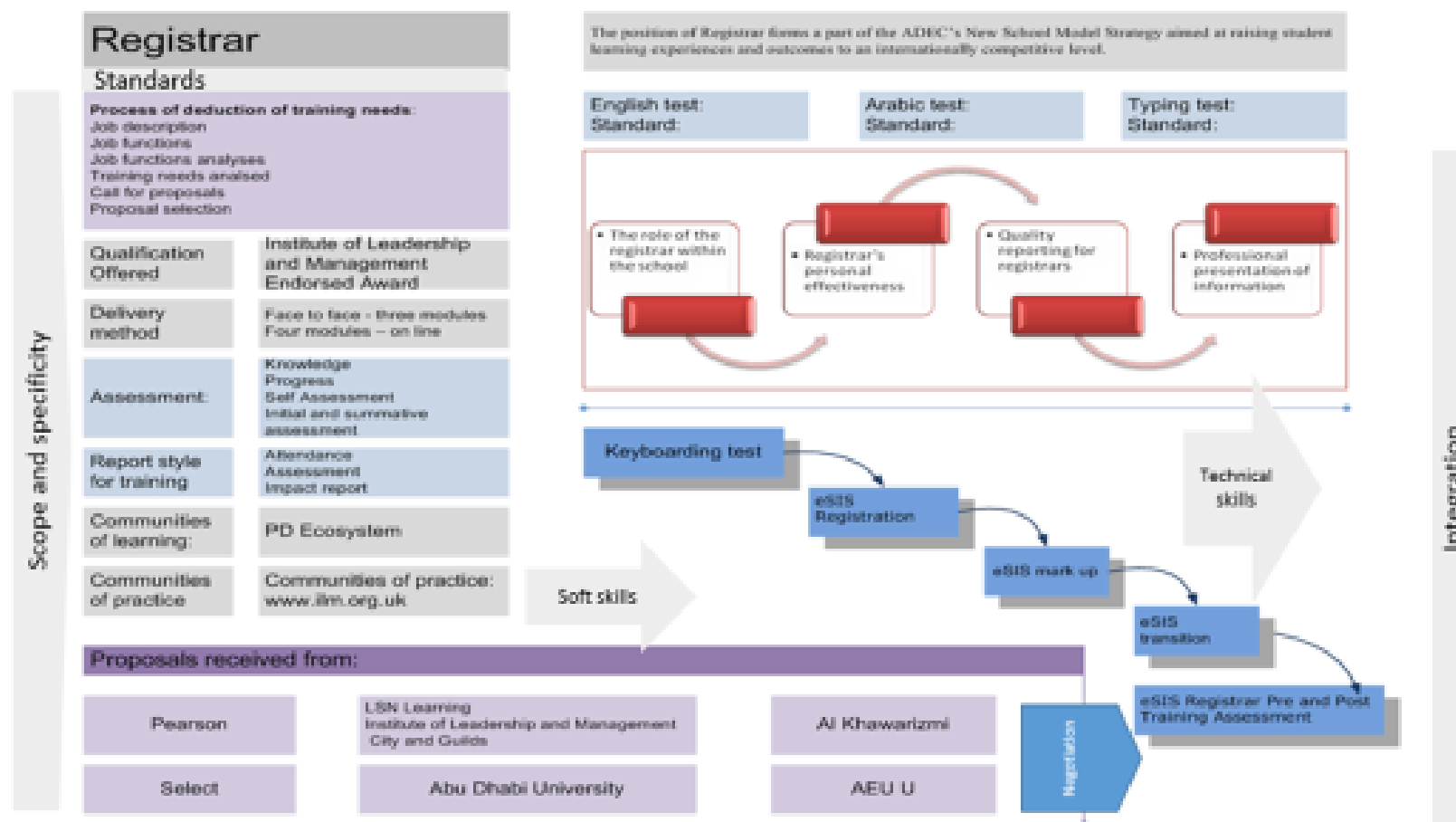
The role of the registrar in the school was to report and record information in electronic form for analysis and reporting to Abu Dhabi Education Council. The main specific skills for the professional development model for the registrar post, as shown in Figure 21, included:

- Unit 1 The role of the registrar in school
- Unit 2 Registrar's personal effectiveness
- Unit 3 Quality reporting for registrars
- Unit 4 Professional presentation of information

Unit 1 - The role of the registrar in school: The registrar's role was to plan and handle all records for the benefit of students, teachers and parents. Further, the registrar was authorised to maintain student records within approved guidelines by following agreed procedures. Because the wider school workforce did not have existing registrar role models, it would be difficult for them to envision their role. It was therefore important that they were aware of what their work duties were and were included in the professional development model. As a result, the role of the registrar was included in the model.

Unit 2 – Registrar's personal effectiveness: The registrar was required to be personally effective in maintaining accurate student information, maintaining confidentiality, entering information and presenting information clearly. To be able to undertake the registrar's role, the wider school workforce needed to understand the quality required for accurate storage and maintenance of data. Further, they needed to know how to maintain accuracy, analyse, and make deductions and assertions about the data available. Therefore, the registrar's personal effectiveness was included in professional development model.

Figure 21 Registrar



6/21/2015

Lindsey Mcpherson

Unit 3 – Quality reporting for registrars: As part of their job role, the registrar needed to show that decisions would be made as a result of the information presented. Therefore, accuracy of data, data analysis and presentation were quality requirements of prime importance to decision makers. As such, quality reporting was included in the model of professional development.

Unit 4 – Professional presentation of information: For the position, registrars would require use of software such as Excel, PowerPoint and electronic Student Information Systems (eSIS) for clear and accurate presentation of information. Therefore, professional presentation of information was included in the professional development model.

Qualification offered: The registrar role required extensive information technology skills on PowerPoint, Excel and eSIS modules. Because there was no available qualification for registrars, an Institute of Leadership and Management endorsed award was used. Because the award was not UAE accredited, it would have no value in the UAE academic and vocational system. However, it was therefore not the best solution but the only solution available.

Delivery method: It was determined that the most efficient delivery method for the registrar was in two blocks: one of four days followed by one day for consolidation, assessment and feedback.

Support services: The professional support available to the registrar was through the Institute of Leadership and Management portal, where four modules were available to support the registrar in their learning.

Proposals: Seven proposals were received for the registrars' professional development. Because all vendors were local providers, the pricing would be based on a per capita, per day basis without additional expenses. It can therefore be concluded that the professional development model for the registrar was fit for purpose

and the vendor proposals reflected Abu Dhabi Education Council requirements.

6.5.3 Classroom Assistant

The role of the classroom assistant was to support implementation of the school curriculum and perform all related in and out of classroom duties. The classroom assistant's position was not considered as a graduate position and may have been regarded as a one year post school appointment.

Qualification offered: The most suitable qualification available for the Classroom Assistant was the level two award in Supporting Work in Schools, consisting of five units. The model for classroom assistants is shown in Figure 22 and included:

Unit 1. Child and young person development

Unit 2. Safeguarding the welfare of children and young people

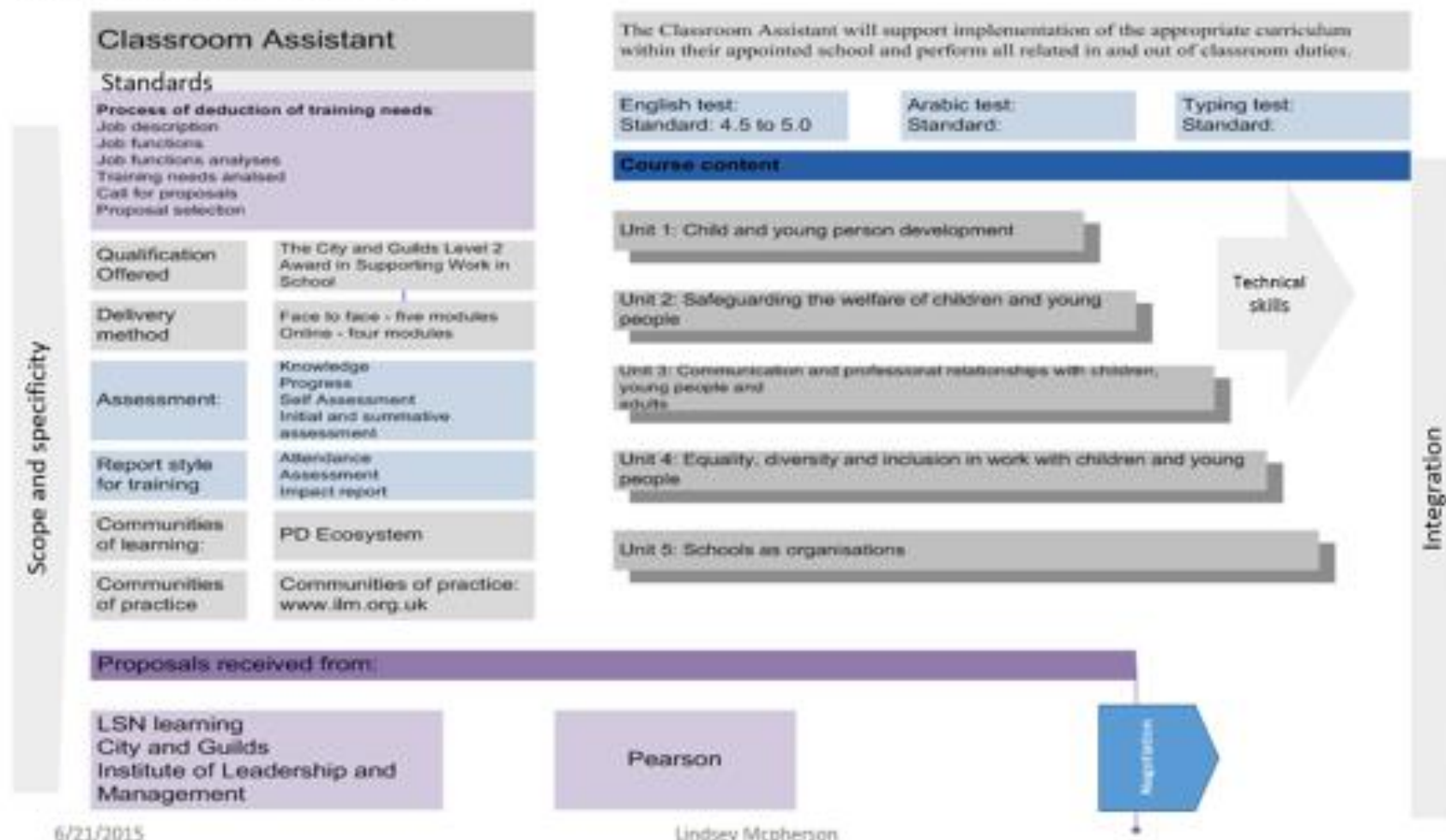
Unit 3. Communications and professional relationships with children young people and adults

Unit 4. Equality, diversity and inclusion in work with children and young people

Unit 5. Schools as organisations

Unit 1 – Child and young person development: It was determined that classroom assistants would need to know about child and young persons' development, as well as understanding their social, emotional, intellectual, physical and language development. It was therefore concluded that children and young person development was required in the professional development model.

Figure 22 Classroom Assistant



6/21/2015

Lindsey Mcpherson

Unit 2 – Safeguarding the welfare of children and young people: It was determined that classroom assistants would need to know about safeguarding the welfare of children and young people. Because young people need to be supported to develop strong self-esteem, it makes them resilient in making positive decisions to protect themselves. It was, therefore, concluded that children and young people's welfare be included in the professional development model.

Unit 3 – Communication and professional relationships with children, young people and adults: There was a need for effective communication by the classroom assistant in passing information to others. It was clear, precise, easily understood communication, personally and professionally that was required (OCR, 2010). Therefore, it was concluded that communication and professional relationships be included in the classroom assistant model.

Unit 4 – Equality, diversity and inclusion in work with children and young people: Understanding equal access, discriminatory barriers and breaking down barriers to participation was an important skill required in the classroom, especially since Abu Dhabi Educational Council has an inclusivity policy. It was therefore concluded that equality, diversity and inclusion be included in the professional development model.

Unit 5 – Schools as an organisation: Because classroom assistants would need to know about the New School Model, it was required knowledge in the schools as an organisation unit. Further, there was a need to know about the structure of education in the UAE and Abu Dhabi Education Council, specifically how schools were organised, school ethos, vision, mission, aims and values (OCR, 2010). For this reason it was included in the professional development model for classroom assistants.

Delivery Model: The delivery of five modules was supported by four specialised online units for support and self-study. Further, the delivery method proposed three blocks of five days followed by one

block of three days and a further block of two days. Interspersed blocks allowed consolidation of learning by the new staff, whilst in post.

Support Services: The support service offered by the vendor was the Institute of Leadership and Management portal that offered four modules as support.

Proposals: Four proposals were received from vendors. All were international vendors, three of which had local offices, making negotiation with the vendors relatively easy. It can be concluded that the professional development model included in the vendor proposals was fit for purpose.

6.5.4 Special Educational Needs (SEN) Classroom Assistant

The role of SEN classroom assistant was to support learners with educational challenges in the Abu Dhabi Education Council school system. By assisting in the delivery of curriculum to children with special needs it takes into consideration each learner's individual needs. The SEN classroom assistant was a position where not many Emiratis were employed throughout public and private schools and was therefore a new employment opportunity. The model for the SEN classroom assistant is shown in Figure 23.

Qualification offered: The qualification offered was the UK Council for Awards in Care, Health and Education (CACHE), Level 2 Award in Support Work in Schools. The seven selected units included:

23 SEN Classroom Assistant

SEN Classroom Assistant

Standards

Process of deduction of training needs:

Job description
Job functions
Job functions analyses
Training needs analysed
Call for proposals
Proposal selection

Qualification Offered

The City and Guilds Level 2 Award in Supporting Work in School

Delivery method

Face to face – seven sessions
Online – four modules

Assessment:

Knowledge Progress
Self Assessment
Initial and summative assessment

Report style for training

Attendance
Assessment
Impact report

Communities of learning:

PD Ecosystem

Communities of practice

www.nasta.co.uk
www.nasem.org

Proposals received from:

LSN learning
City and Guilds
Institute of Leadership
and Management

Tribal
National Association
of School Teaching
Assistants

Inclusive Solutions/
Nottingham Trent University
National Association of
Special Educational Needs

C/IBT

Regulation

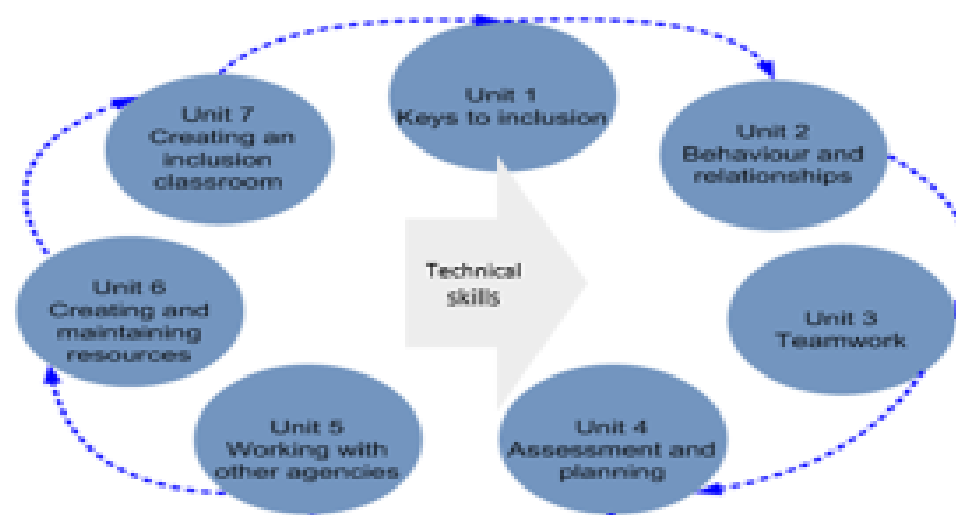
The SEN Classroom Assistant will support implementation of the appropriate curriculum to students with special needs within their appointed school and perform all related in and out of classroom duties.

English test:
Standard:

Arabic test:
Standard:

Typing test:
Standard:

Course content



Unit 1 Keys to inclusion

Unit 2 Behaviour and relationships

Unit 3 Team work

Unit 4 Assessment and planning

Unit 5 Working with other agencies

Unit 6 Creating and maintaining resources

Unit 7 Creating an inclusive classroom

Unit 1 – Keys to inclusion: It was important that SEN classroom assistants knew what was meant by inclusion, features of inclusion, settings, how inclusion works, successful practices, and how to recognise disenfranchised learners. Therefore, it was concluded that keys to inclusion be included in the professional development model.

Unit 2 – Behaviour and relationship: Because SEN classroom assistants would more than likely encounter behavioural and relationship issues, they would need preparation in this area of work. As a result, SEN classroom assistants would need to know about school policy, behavioural issues, managing improper behaviour, responding to challenging behaviour, promoting positive behaviour and reviewing and reporting behaviour. Therefore, it was concluded that behaviour and relationships be included in the professional development model.

Unit 3 – Teamwork: Because working in a school environment requires teamwork, SEN classroom assistants would need to be able to work effectively in a team. They would also need to know how to collaborate with others, develop cooperation skills, agree progress with others, agree ways of improving and reviewing work and set goals. Therefore, it was concluded that teamwork be included in the professional development model.

Unit 4 – Assessment and planning: SEN classroom assistants would need to know about the purpose of assessment, use of assessment, and reviewing and planning learning strategies for learner attainment. Therefore, it can be concluded that assessment and planning be included in the model of professional development.

Unit 5 – Working with other agencies: SEN classroom assistants will be working with other agencies to support learners and will be required to have knowledge of the other agencies operating in the UAE. For this reason, it was concluded that working with other agencies be included in the professional development model.

Unit 6 – Creating and maintaining resources: Because SEN classroom assistants will be required to prepare learning support material they will have to liaise with the teaching staff regarding their lessons. Further, they will either make or produce supplies, maintain stock control inventories, prepare and issue resources and ensure resources are safe for use. For this reason, it was concluded that creating and maintaining resources be included in the model of professional development.

Unit 7– Create an inclusive classroom: SEN classroom assistants will need to be able to integrate challenged learners into the learning environment. As a result, creating an inclusive classroom was included in the professional development model.

Delivery Method: Due to the technical and critical role of the SEN classroom assistant within the school environment, ten days of professional development delivered in three blocks was required.

Support services: Four support services were available via the different international vendors and were:

- National Association of School Teachers and Assistants
- Alliance for Inclusive Education
- Institute of Leadership and Development

- Abu Dhabi Education Council professional development ecosystem (when operational).

Proposals: Seven large, well known, international vendors were interested in tendering for the SEN classroom assistants' contract. Three providers had local offices making some discussion accessible. The quality of proposals was very high and any of the providers would have been acceptable. It was concluded that the proposed models received for SEN classroom assistant, vendor proposals were fit for purpose.

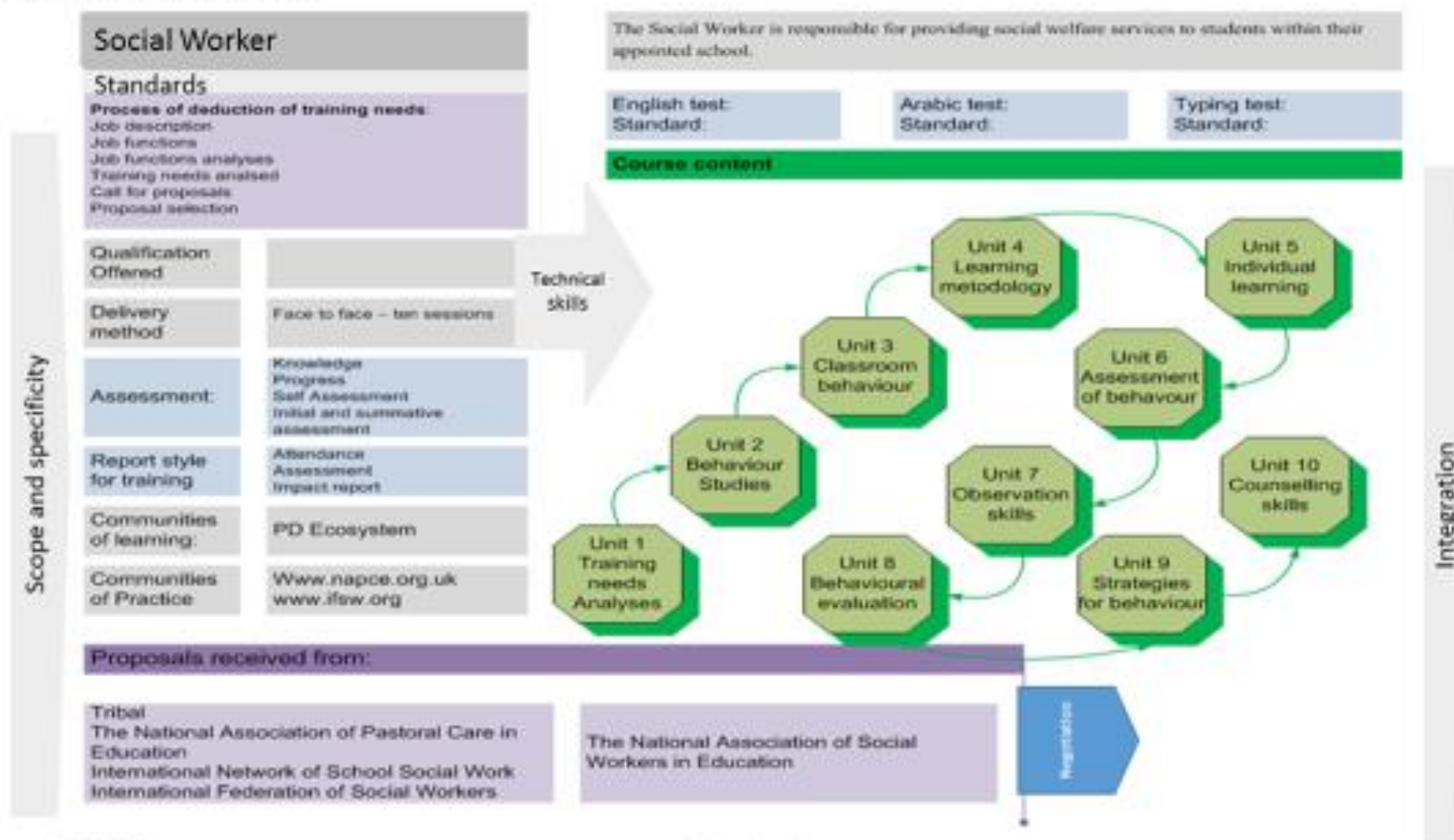
6.5.5 Social Worker

The social worker in education was to look after the academic and social welfare of students, through initiating and maintaining relationships with learners and families. Additionally, there was a need to develop a healthy, safe and productive environment by actively dealing with complex and sensitive issues. The model for the social worker is shown in Figure 24.

Qualification offered: The qualification on offer was a UK Level 2 Award in Supporting Work in Schools. Ten units were selected for the social worker programme and consisted of:

- Unit 1 Training needs analysis
- Unit 2 Behaviour studies
- Unit 3 Classroom behaviour
- Unit 4 Learning methods
- Unit 5 Individual learning plans
- Unit 6 Assessment of behaviour
- Unit 7 Observation skills
- Unit 8 Behavioural evaluation
- Unit 9 Strategies for behaviour
- Unit 10 Counselling skills

Figure 24 Social Worker



Unit 1 – Training needs analysis: Social workers in schools were required to have knowledge of school operations. Initial assessments of learners' performance needed to be collected to analyse data about learners ahead of schooling and to identify those with challenges. Therefore, it was concluded that knowledge of training needs analysis was an important inclusion in the professional development provision.

Unit 2 – Behaviour studies: Social workers needed to understand the types of behaviours students exhibit in various learning environments and needed to know the reasons behind such behaviours (OCR, 2010). Therefore, it was concluded that knowledge of behavioural studies needed to be included in the model of professional development.

Unit 3 – Classroom behaviour: Social workers needed to be able to identify types of behaviours specific to the classroom environment. Because socially and psychologically challenged children act out it was important that social workers be part of the individually challenged child's review team. Therefore, it was concluded that knowledge of classroom behaviour needed to be included in the professional development model.

Unit 4 – Learning methods: Social workers needed to understand the different types of learners' learning styles to understand the difficulties of adapting lessons to meet learner needs, particularly for challenged children facing learning difficulties. Therefore, it was concluded that knowledge of learning methods needed to be included in the professional development model.

Unit 5 – Individual learning plans: Social workers needed to be able to converse knowledgably about individual challenged learners, personalised learning, learning styles, and the production of meaningful individual learning plans (ILPs). Therefore, it was concluded that knowledge of individual learning plans needed to be included in the professional development model.

Unit 6 – Assessment of behaviour: Social workers needed to identify and assess student behaviours to escalate and alert outside

agencies where necessary. Therefore, it was concluded that knowledge of assessment of behaviour needed to be included in the model of professional development.

Unit 7 – Observation skills: Social workers needed to observe student behaviour over time to be able to identify and record progress. Further, social workers needed to take part in the review process, to track behavioural patterns. It was therefore concluded that knowledge of observational skills needed to be included in the professional development model.

Unit 8 – Behavioural evaluation: Social workers needed to have a clear understanding of how they could effectively evaluate behaviour combined with assessment and observation skills. Therefore, it was concluded that knowledge of behavioural evaluation needed to be included in the model of professional development.

Unit 9 – Strategies for behaviour: Social workers needed to have a clear understanding of modelling successful practice in schools, and to develop and support staff under pressure. Therefore, it was concluded that knowledge of strategies for behaviour be part of the professional development model.

Unit 10 – Counselling skills: Social workers needed to have abilities in counselling skills to investigate learners' challenges and understand how successful counselling skills could be used within the school environment. Therefore, it was concluded that knowledge of counselling skills needed to be included in the model of professional development.

Delivery Method: Due to the intensity of the work of a social worker a ten day long programme was required. The programme consisted of an initial five days, followed by four days, then a further day of consolidation.

Support services: To provide an enhanced learning experience and to add professionalism, the support services available to social workers were through the International Federation of Social Workers.

Proposals: Because of the specialist nature of the social worker professional development content, four specialist vendors submitted proposals. These came from:

- National Association of Social Workers in Education in conjunction with the National Children's Bureau UK
- The National Association of Pastoral Care in Education
- International Federation of Social Workers
- The National Association of Social Workers in Education

The proposals were of high quality and any proposal could have been accepted. Therefore, all proposals were judged fit for purpose.

6.5.6 Student Career Counsellor

The student career counsellor needed to be able to provide learners with a comprehensive bank of information, advice, guidance and counselling about career decisions. The model for the student career counsellor is shown in Figure 25.

Qualifications offered: Because of the importance of career counselling, the qualification on offer was the Level 4 Professional Diploma in Career Advice and Counselling and consisted of five units, as follows:

Unit 1 Introduction to career counselling

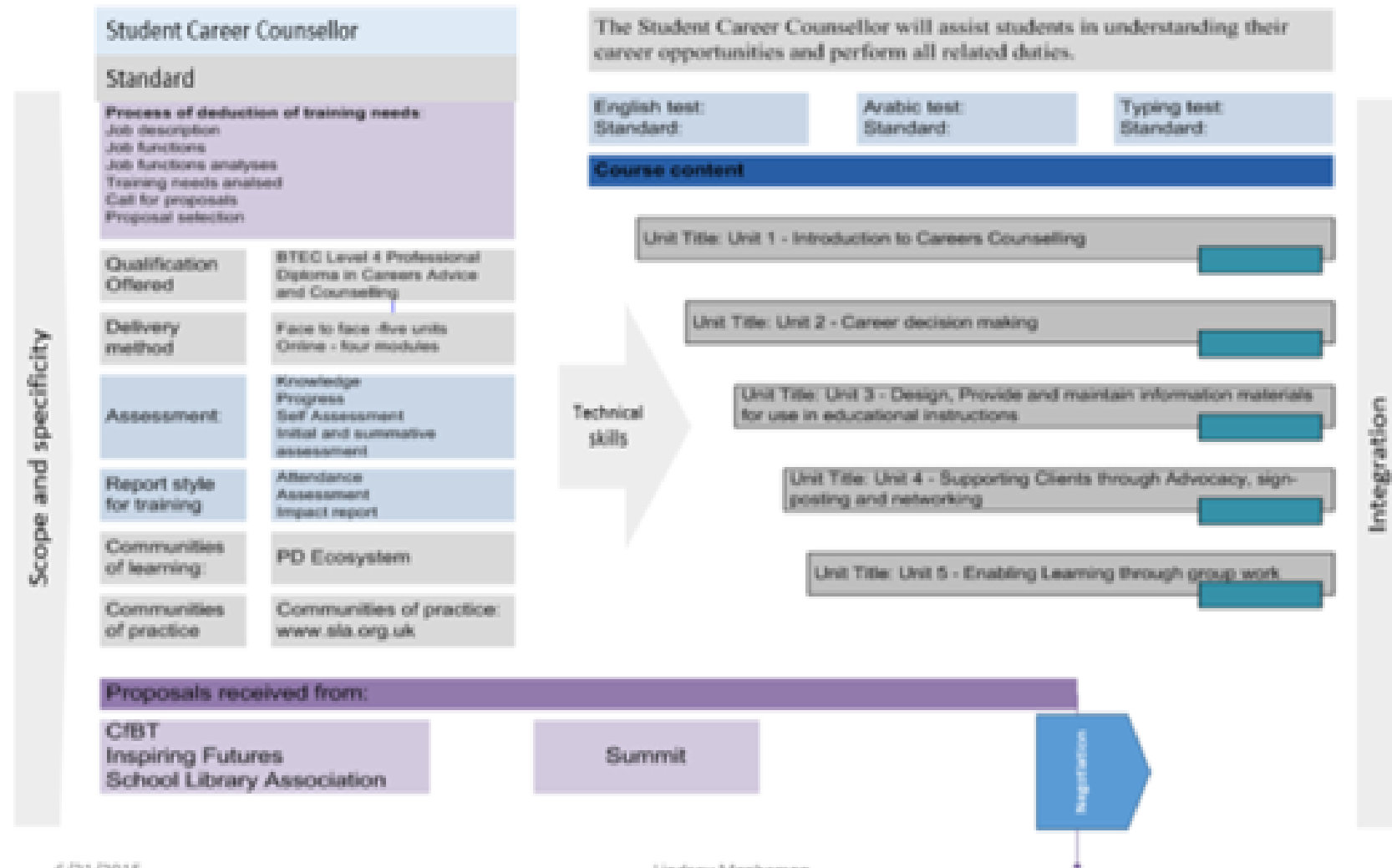
Unit 2 Career decision making

Unit 3 Design, provide and maintain information materials for use in educational instruction

Unit 4 Supporting clients through advocacy sign-posting and networking

Unit 5 Enable learning through group work

Figure 25 Student Career Counsellor



Unit 1 – Introduction to careers: Student career counsellors were required to initiate, establish and maintain relationships using career counselling skills. Therefore, it was concluded that knowledge of strategies for introduction to careers be included in the professional development model.

Unit 2 – Career decision making: Student career counsellors were required to identify decision making strategies that affected career decisions at local, regional and international levels. Therefore, it was concluded that knowledge of careers decision making be included in the model of professional development.

Unit 3 – Use of information in education: Student career counsellors were required to identify the information needs of learners and design information resources for use by learners. It was therefore concluded that knowledge of use of information in education be included in the professional development model.

Unit 4 – Supporting learners through advocacy: Student career counsellors were required to examine and assess effective advocacy with learners, parents/guardians and other key partners. Therefore, it was concluded that knowledge of supporting learners through advocacy be included in the professional development provision.

Unit 5 – Enable learning through group work: Student career counsellors were required to enable learners to be able to work in groups, undertake group work and use appropriate resources to support the delivery of group work. Therefore, it was concluded that the ability to enable learning through group work be included in the provision.

Delivery method: Career counsellors needed to provide information about further education, vocational education, university programmes in the UAE and internationally. Further, the qualification offered was set at level four and needed more delivery time. Therefore, the delivery was over 38 days with a five day round up for assessment at the end of the programme.

Support services: The support available was the Abu Dhabi Education Council ecosystem, consisting of four on line modules that would be available when operational.

Proposals: Two vendors submitted proposals, each with wide experience of career counselling and both were suitable vendors.

6.5.7 Learning Resource Coordinator

The learning resource coordinator was to provide high quality learning resource services to support the delivery of teaching and learning. learning resource coordinators were expected to manage the acquisition, organisation, dissemination and exploitation of resources, information and materials, for the implementation of curricula by teaching staff. The learning resource coordinator model is shown in Figure 26.

Qualification offered: The qualification on offer was the NVQ Level 2 in Information and Library Services, which offered four units as follows:

Unit 1 Maintaining the arrangements of materials to facilitate retrieval

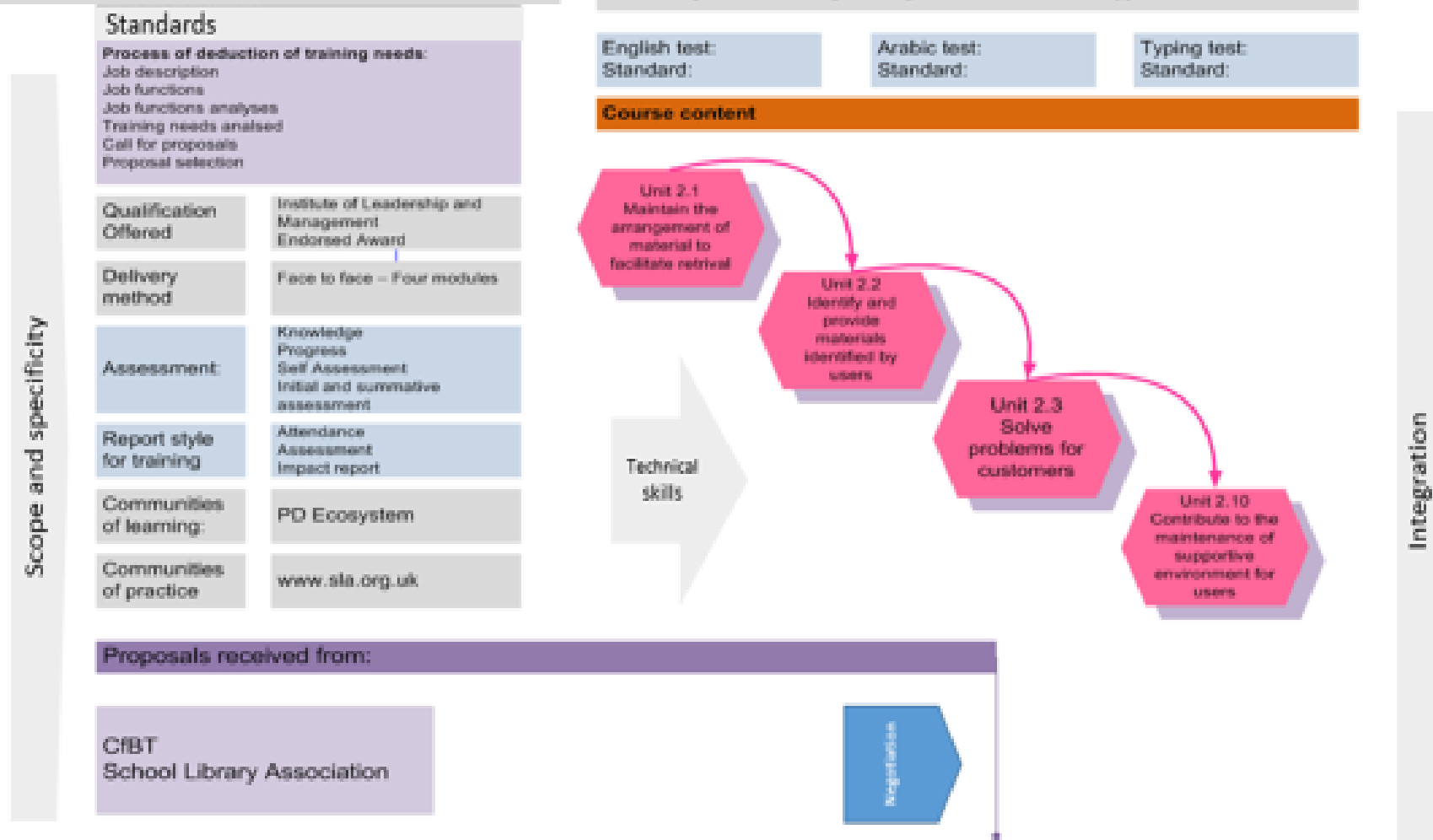
Unit 2 Identify and provide information and materials identified by users

Unit 3 Solve problems for customers

Unit 4 Contribute to the maintenance of a supportive environment for users

Unit 1 – Maintaining the arrangement of material to facilitate retrieval: Learning resource coordinators were required to sort and replace materials and ensure resources and materials were in good order. Therefore, it was concluded that maintaining the arrangement of materials to facilitate retrieval needed to be included in the professional development provision.

Figure 26 Learning Resource Centre Coordinator



Unit 2 – Identify and provide information and materials required by users: Learning resource coordinators were required to identify learners' needs for information and materials to meet users' needs. Therefore, it was concluded that knowledge of identifying and providing information and materials required by users needed to be included in the professional development provision.

Unit 3 – Solve problems for customers: Learning resource coordinators needed to gather information on customers' problems and propose documented delivery solutions. Therefore, it was concluded that knowledge of solving problems for customers needed to be included in the professional development provision.

Unit 4 – Contribute to the maintenance of a supportive environment for users: Learning resource coordinators needed to be able to monitor the appearance of facilities and physical environments, respond to comments and act on feedback. Therefore, it was concluded that knowledge of contributing to the maintenance of a supportive environment for users needed to be included in the professional development provision.

Delivery method: Because of the unusual and diverse requirements for the learning resource coordinator, an eight day programme of professional development was required.

Support services: To support learning resource coordinators, a support service was provided by three main associations. These were:

- The School Library Association
- Federation of School Librarianship
- International Federation of Library Associations and Institutions

All support service providers were considered quality association providers.

Proposals: Proposals were submitted by three major international vendors, with local offices. Because local offices teamed up with

international vendors, their proposals were considered quality proposals.

6.5.8 Secretary

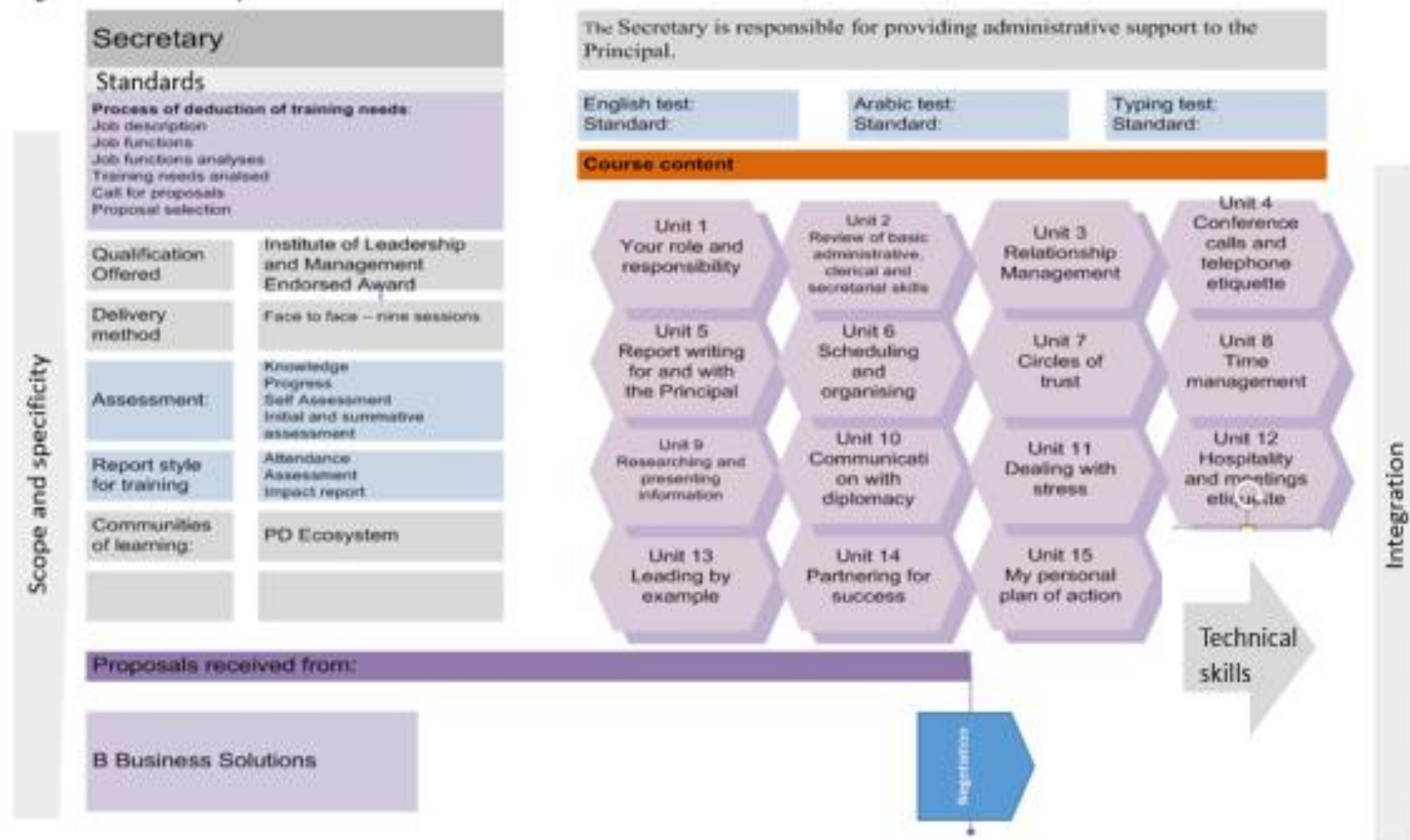
The role of the secretary was to support the principal; they needed to be capable of providing a range of secretarial and administrative tasks. The model for the secretary professional development is shown in Figure 27.

Qualification offered: Because the qualification on offer is the Institute of Leadership and Management Endorsed Award, it does not hold transferable credits within the UAE. The units for the qualification are as follows:

- Unit 1 Role and responsibilities as a school secretary
- Unit 2 Review of the basic administrative, clerical and secretarial skills
- Unit 3 Relationship management
- Unit 4 Conference calls and telephone etiquette
- Unit 5 Report writing for and with the principal
- Unit 6 Scheduling and organising
- Unit 7 The circle of trust
- Unit 8 Time management
- Unit 9 Researching and presenting information
- Unit 10 Communicating with diplomacy and influence
- Unit 11 Dealing with stress
- Unit 12 Hospitality and meeting etiquette for effectiveness
- Unit 13 Leading by example
- Unit 14 Partnering for success
- Unit 15 Personal plan of action

Unit 1 – Role and responsibilities as a school secretary: The secretary to the principal needed to be able to undertake general duties within the school and deliver services both efficiently and to deadline. Therefore, it was concluded that knowledge of the role and responsibilities of a school secretary needed to be included in the professional development provision.

Figure 27 Secretary



Unit 2 – Review of basic administrative, clerical and secretarial

skills: The secretary to the principal needed to review all administrative tasks, undertake clerical and secretarial duties, handle documents, communicate effectively and answer the telephone. Therefore, it was concluded that knowledge of the basic administrative, clerical and secretarial skills needed to be included in the professional development provision.

Unit 3 – Relationship management: The secretary to the principal needed to understand methods of networking by build lasting relationships, being proactive and anticipating needs. Therefore, it was concluded that knowledge of relationship management needed to be included in the professional development provision.

Unit 4 – Conference calls and telephone etiquette: The secretary to the principal needed to be able to set up, arrange and make conference calls, and to arrange virtual meetings. Therefore, it was concluded that knowledge of conference calls and telephone etiquette needed to be included in the professional development provision.

Unit 5 – Report writing for and with the principal: The secretary to the principal needed to be able to research and generate reports, plan, draft and write reports clearly and concisely. Therefore, it was concluded that knowledge of report writing for and with the principal needed to be included in the professional development provision.

Unit 6 – Scheduling and organising: The secretary to the principal needed to be able to organise the flow of the principal's work, and allot time for appointments. Therefore, it was concluded that knowledge of scheduling and organising needed to be included in the professional development provision.

Unit 7 – The circle of trust: The secretary to the principal needed to achieve work targets and delegate whilst retaining accountability. Therefore, it was concluded that knowledge of the circle of trust needed to be included in the professional development provision.

Unit 8 – Time management: The secretary to the principal needed to be able to manage time effectively and know how to guard the

principal's time. Therefore, it was concluded that knowledge of time management needed to be included in the professional development provision.

Unit 9 – Researching and presenting information: The secretary to the principal needed to search the internet using the search engines and present information. Therefore, it was concluded that knowledge of researching and presenting information needed to be included in the professional development provision.

Unit 10 – Communicating with diplomacy and influence: The secretary to the principal needed to be able to communicate tactfully and diplomatically to stakeholders, using positive communication to influence them. Therefore, it was concluded that knowledge of communicating with diplomacy and influencing people needed to be included in the professional development provision.

Unit 11 – Dealing with stress: The secretary to the principal needed to be able to understand stress and to identify their stressors and stress levels. Therefore, it was concluded that knowledge of dealing with stress needed to be included in the professional development provision.

Unit 12 – Hospitality and meeting etiquette for effectiveness: The secretary of the principal needed to make hospitality arrangements for meetings, arrange agendas, take minutes, report and follow-up. Therefore, it was concluded that knowledge of hospitality and meeting etiquette and effectiveness needed to be included in the professional development provision.

Unit 13 – Leading by example: The secretary to the principal needed to understand the expected levels of performance, including knowing how to maintain confidentiality and work ethically. Therefore, it was concluded that knowledge of leading by example needed to be included in the professional development provision.

Unit 14 – Partnering for success: The secretary to the principal needed to be able to develop a strategic partnership with and understand the managerial style of the principal. Therefore, it was

concluded that knowledge of partnering for success needed to be included in the professional development provision.

Unit 15 – Personal plan of action: The secretary to the principal needed to determine self-improvement requirements, plan to strengthen their weaknesses and accept criticism for improvement. Therefore, it was concluded that knowledge of a personal plan of action needed to be included in the professional development provision.

Delivery method: The secretary's professional development consisted of a wide range of responsibilities of a soft skills nature. Therefore, professional development could be conducted by local providers. Secretarial skills were to be provided over a nine day period consisting of a five day initial period followed by two two-day full time programmes.

Support services: The support services available to the secretary by the vendor were those of the Institute of Leadership and Management supported by the Abu Dhabi Education Council ecosystem (when operational).

Proposals: Two local providers submitted proposals and both offered fit for purpose professional development.

6.5.9 Administrative Assistants

Because the administrative assistant, as shown in Figure 28, supports the vice principal, school business coordinator, registrar etc. they will need to perform a comprehensive range of services. For this reason they required professional development to develop their skills.

Qualification offered: The qualification on offer is an Institute of Leadership and Management Endorsed Award that does not hold any credit transfer or articulation value, but was the only suitable alternative. The units of this qualification consist of:

Unit 1 Role and responsibilities

Unit 2 Image, personality and professional behaviours

Unit 3 Confident communication

Unit 4 Office communications

Unit 5 Productivity

Unit 6 Meeting management

Unit 7 Office documents

Unit 8 Conflict, anger and frustration

Unit 9 Managing school visitors.

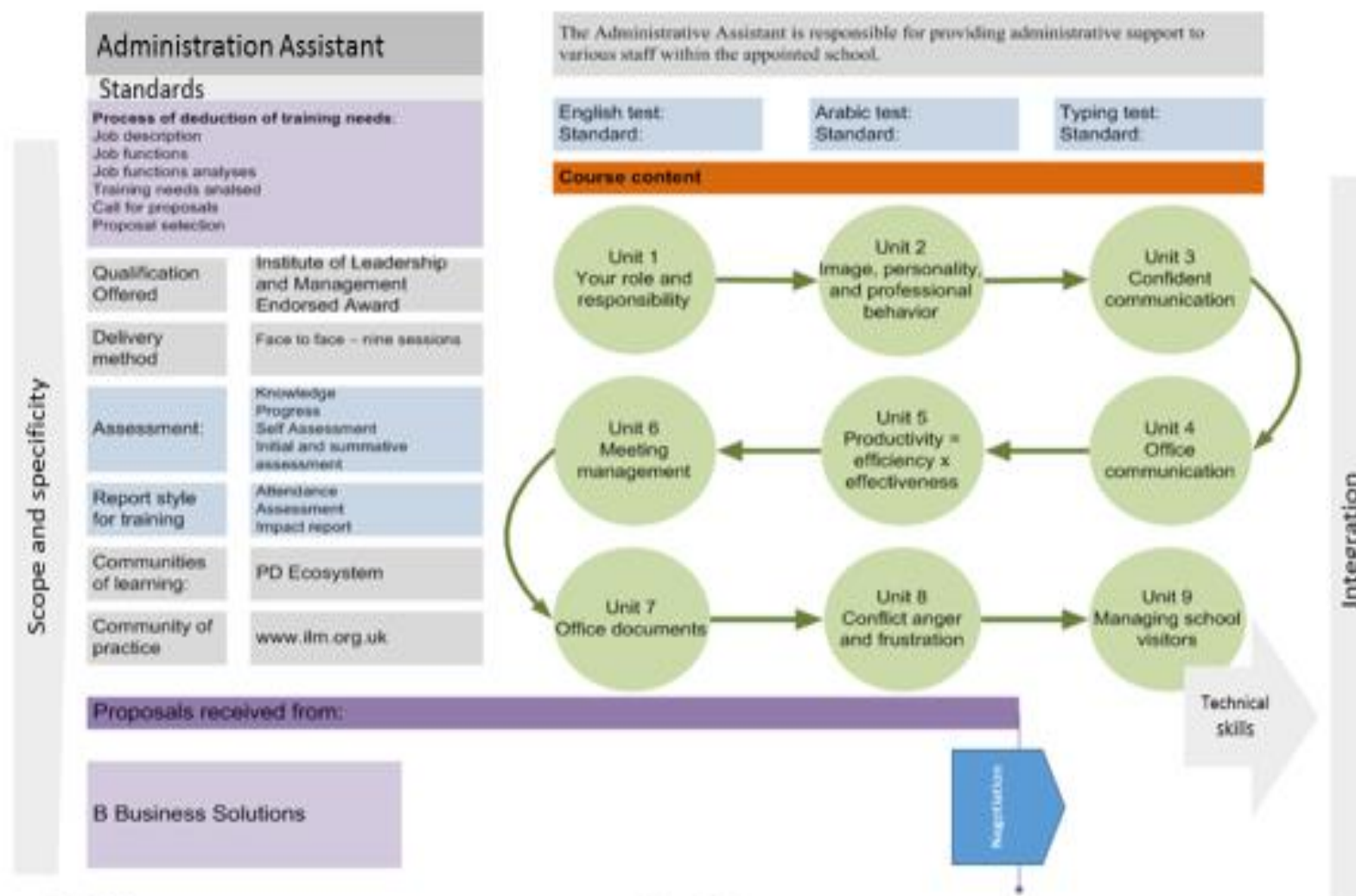
Unit 1 – Role and responsibilities: The administrative assistant needed be able to understand their role in the New School Model, and know the importance of confidentiality. Therefore, it was concluded that knowledge of role and responsibilities needed to be included in the professional development provision.

Unit 2 – Image, personality and professional behaviours: The administrative assistant needed to be able to project the best possible image and style and adopt professional conduct when dealing with stakeholders. Therefore, it was concluded that knowledge of image, personality and professional behaviours needed to be included in the professional development provision.

Unit 3 – Confident communication: Because the administrative assistant needed to understand communication, they needed to be able to differentiate between what was appropriate in verbal and non-verbal communication. Therefore, it was concluded that confident communication needed to be included in the professional development provision.

Unit 4 – Office communications: Administrative assistants needed to manage incoming and outgoing communications. Therefore, it was concluded that knowledge of office communications needed to be included in the professional development provision.

Figure 28 Administrative Assistant



Unit 5 – Productivity, efficiency and effectiveness: The administrative assistant needed to be able to organise the office and manage the vice principal's time and schedule, in order to plan, set weekly objectives and manage resources. Therefore, it was concluded that knowledge of productivity needed to be included in the professional development provision.

Unit 6 – Meeting management: The administrative assistant needed to be able to schedule meetings, arrange and assist with meetings, manage the vice principal's appointments and follow up on action points. Therefore, it was concluded that knowledge of meeting management needed to be included in the professional development provision.

Unit 7 – Office documents: The administrative assistant needed to process office documents, file, retrieve, reproduce, photocopy and e-mail. Therefore, it was concluded that knowledge of office documents needed to be included in the professional development provision.

Unit 8 – Conflict, anger and frustration: The administrative assistant needed to deal with conflict, criticism, feedback, anger and frustration. Therefore, it was concluded that knowledge of conflict, anger and frustration needed to be included in the professional development provision.

Unit 9 – Managing school visitors: The administrative assistant is the first point of contact and needs to introduce visitors, deal with VIP guests and apply proper business etiquette. Therefore, it was concluded that knowledge of managing school visitors needed to be included in the professional development provision.

Delivery method: The administrative assistant required professional development in a variety of soft skills, so an extensive professional development programme was developed, to be delivered over a seven day period to address administrative issues likely to be encountered.

Support services: The community of learning and practice available was through the Abu Dhabi Education Council ecosystem which would be used when available.

Proposals: Because the administrative assistant position did not require specialist skills, two local provider's submitted proposals, both companies were known to Abu Dhabi Education Council and their programmes were fit for purpose.

6.6 Recommendations

Next, a table of triangulation was developed, (see Table 14), to assist in the development of recommendations for this research. The table reflects the recommendations from the principal, wider school workforce and findings from the commissioning of professional development.

Only two or more recommendations or findings were considered as valuable for recommendation for the commissioning of professional development. To assist in understanding, I have assigned value to the triangulations as follows:

Very high: Two recommendations and one finding

High: Two recommendations

Moderate: One recommendation and one finding

The triangulation of results shows two very high, two high and five moderate values. In total, nine recommendations were considered. In detail, I discuss outcomes to arrive at my recommendations for commissioning of professional development.

Table 14 Triangulation of recommendations and findings				
No	Professional development recommendations	Wider school workforce recommendations	Continuing professional development findings	Value
1.	PD Recommendation 6: Professional development needs to relate to the principal's everyday work.	WSW Recommendation 4: Specific professional development is required for impact in the work environment.	CPD Finding 4: Class-based professional development, to facilitate the transfer of knowledge into practice, was not seen as a key deliverable in the commissioning of professional development.	Very High
2.	PD Recommendation 4: Technical skills via qualifications need to be included in professional development provision for principalship.	WSW Recommendation 5: A qualification will require wider school workforce to prove competence to receive a credential that qualifies them to undertake their job role.	CPD Finding 2: Measures of performance, expressed by performance criteria and indicators, as found in a qualification, were not used as measures of output and competence for the performance of the job holder.	Very High
3.	PD Recommendation 8:- Return on investment needs to be calculated to determine the added value.	WSW Recommendation 9: Return on investment to be calculated from the beginning of the contract.		High
4.	PD Recommendation 3: Standard and targeted provision be included in professional development models.	WSW Recommendation 2: Technical skills for each job role need to be identified in professional development		High

5.	PD Recommendation 5: Training needs analysis needs to be conducted thoroughly to determine accurately the scope and specificity of the professional development.		CPD Finding 1: Scope and training needs analysis were not conducted thoroughly, to determine differentiated performance by cycle and job role during commissioning of professional development.	Moderate
6.		WSW Recommendation 11: A model of professional development is required for commissioning of professional development.	CPD Finding 5: A model of professional development was not specified and tendered to, for each job role.	Moderate
7.		WSW Recommendation 10: Analyse reports and assess risk from the beginning and throughout the contract.	CPD Finding 8: Risk assessment was not carried out to continually evaluate and intervene where practice was not meeting key performance indicators or milestones.	Moderate
8.		WSW Recommendation 7: A ceiling price be placed on vendor price, per capita, per day	CPD Finding 6: A maximum ceiling price, per capita, per day for vendor commissioning of professional development was not set.	Moderate
9.	.	WSW Recommendation 6: Vendor proposals can be negotiated.	CPD Finding 7: Vendor proposals were not negotiated for 'better fit' professional development and better pricing.	Moderate

Source: developed for this research.

Professional development relates to work: The first recommendation centres on professional development being related to the work situation. Triangulation of principal professional development Recommendation 6, wider school workforce Recommendation 4 and commissioning of professional development Finding 4 had a very high value and considered the impact of professional development on work. Triangulation established that professional development ought to relate to, and be delivered in, the work environment to allow new practices to be directly applied. Further, direct application enhanced the transfer of learning and resulted in practice being embedded and consolidated. Further, triangulation shows that as a result of professional development being applied in the workplace, there is greater impact on change in practice and learner attainment. This led to commissioning of professional development recommendation one.

CPD Recommendation 1: Professional development, to have an impact on the work environment, needs to facilitate the transfer of knowledge into practice, in the everyday work environment.

Qualifications: The second recommendation centred on qualifications. Triangulation of the principal professional development Recommendation 4, wider school workforce Recommendation 2 and commissioning of professional development Finding 2 had a very high value, and considering that, qualifications and credentials should be included in the commissioning of professional development. Qualifications are standards developed by industry, for industry and reflect the requirements of the job. Further, gaining a qualification for a job role proves competence and provides a credential. This led to commissioning of professional development recommendation two.

CPD Recommendation 2: Qualifications and credentials should be included in the commissioning of professional development.

Return on investment: The third recommendation centred on return on investment. Principal professional development Recommendation 8 and wider school workforce Recommendation 9 had a high value and considered the return on investment from the contract for added value. Although return on investment can be considered as tangible or intangible, it was important that the return on investment be calculated to establish how much added value a contract was

returning. In tangible terms, the money spent on professional development needed to be justified by the impact gained from the professional development provision. Further, it was important to monitor return on investment from the beginning of a contract to determine when a contract was providing value for money. This led to commissioning of professional development recommendation three.

CPD Recommendation 3: Return on investment is to be calculated from the beginning of the contract to determine the added value.

Standards and technical skills: The fourth recommendation centred on standards and technical skills being applied in the learning environment. Triangulation of the principal professional development Recommendation 3 and wider school workforce Recommendation 2 had a high value and, considering that, standards, targeted provision and technical skills should be included in the commissioning of professional development. Standards express the minimum level of performance required in the workplace to competently carry out work. Further, it was important to target the provision so that technical skills are enhanced for improved performance. This led to the commissioning of professional development recommendation four.

CPD Recommendation 4: Standards, technical skills and targeted professional development should be included in the commissioning of professional development.

Training needs analysis: The fifth recommendation centred on training needs analysis. Triangulation of the principal professional development Recommendation 5 and commissioning of professional development Finding 1 had a moderate value. Considering that, training needs analysis should be conducted to determine scope. Because the lack of training needs analysis was a major factor in poor vendor professional development performance, it was important to carry out training needs analyses to prevent further poor vendor performance. This led to commissioning of professional development recommendation five.

CPD Recommendation 5: Training needs analysis should be included in the commissioning of professional development.

Model of professional development: The sixth recommendation about a model of professional development centred on wider school workforce Recommendation 11 and commissioning of professional development Finding 5 and had a moderate value. The recommendation and findings recommended that a model of professional development was required for commissioning of professional development. Because a model specifies the type of professional development required, the timing, the content, the assessment types and reporting types, it makes models highly applicable to the work situation. Further, providing a model of professional development that is specified for each job role makes tendering proposals much more successful. This led to commissioning of professional development recommendation six.

CPD Recommendation 6: Providing a model of professional development for specific provision to be tendered to is required for the commissioning of professional development.

Risk assessment: The seventh recommendation centred on wider school workforce Recommendation 10 and continuing professional development Finding 8, about risk assessment. It had a moderate value. Assessment of risk throughout the contract was important to evaluate where practice did not meet milestones and key indicators, and where intervention was advisable. Triangulation showed that it was important to evaluate risk during a contract to prevent outcomes such as poor vendor performance. This led to commissioning of professional development recommendation seven.

CPD Recommendation 7: A model of professional development needs to be specified and tendered to for each job role and should be included in the commissioning of professional development.

Maximum ceiling price: The eighth recommendation centred on wider school workforce Recommendation 7 and commissioning of professional development Finding 6 that sets a maximum ceiling price for vendor commissioning per capita, per day. It was found that when a ceiling price was placed on vendor tendering, vendors submitted proposals that fell on or below the maximum ceiling price. This showed that some proposals from vendors had vastly over inflated prices. Further, it was important for the client to think that they were given a fair price. Therefore,

by setting what the client thinks is a fair price as a ceiling it means that both the client and the vendor gained equally. This led to commissioning of professional development recommendation eight.

CPD Recommendation 8: Setting a maximum ceiling price, per capita, per day should be a requirement in the commissioning of professional development.

Negotiation of cost and content: The ninth recommendation centred on the wider school workforce Recommendation 6 and commissioning of professional development Finding 7 that had a moderate value, and considered negotiating proposals with vendors for better fit and pricing. To maximise cost-benefit, negotiation of the contract proved to bring improved results. Similarly, negotiation of content and type of professional development was necessary to result in the greatest impact on performance improvement. By negotiating cost and content, maximum impact on the learner is achieved. This led to commissioning of professional development recommendation nine.

CPD Recommendation 9: Negotiating cost and content gives clear outcomes to judge analyses of reports on immediately receipt, from the beginning and throughout the contract, to evaluate performance and intervene where practice does not meet key performance indicators or milestones.

From the nine recommendations made for commissioning of professional development a model can now be constructed. At its centre, the model of commissioning of professional development includes the delivery model from the past, with the new developments built in. Further, only very high, high and moderate values were included in the model, as shown in Table 14. They are:

- training needs analysis should be conducted
- standards and targets should be included
- embedding professional development needs to relate to the workplace
- qualifications should be included
- a model of professional development should be included

- a ceiling price per capita, per day should be set
- vendor proposals should be negotiated
- analysis of reports and risk should be calculated
- return on investment should be calculated.

As a result recommendations were stated in the model of commissioning of professional development, as shown in Figure 29.

In more detail, on the left-hand side of the model, recommendations were about structure and content of the model, that is:

1. training needs analysis should be conducted.
2. standards and targets should be included.
3. embedding professional development to relate to the workplace.
4. qualifications should be included.
5. a model of professional development should be included.

Similarly, on the right side of the model (see Figure 29) contract conditions for the commissioning of professional development were:

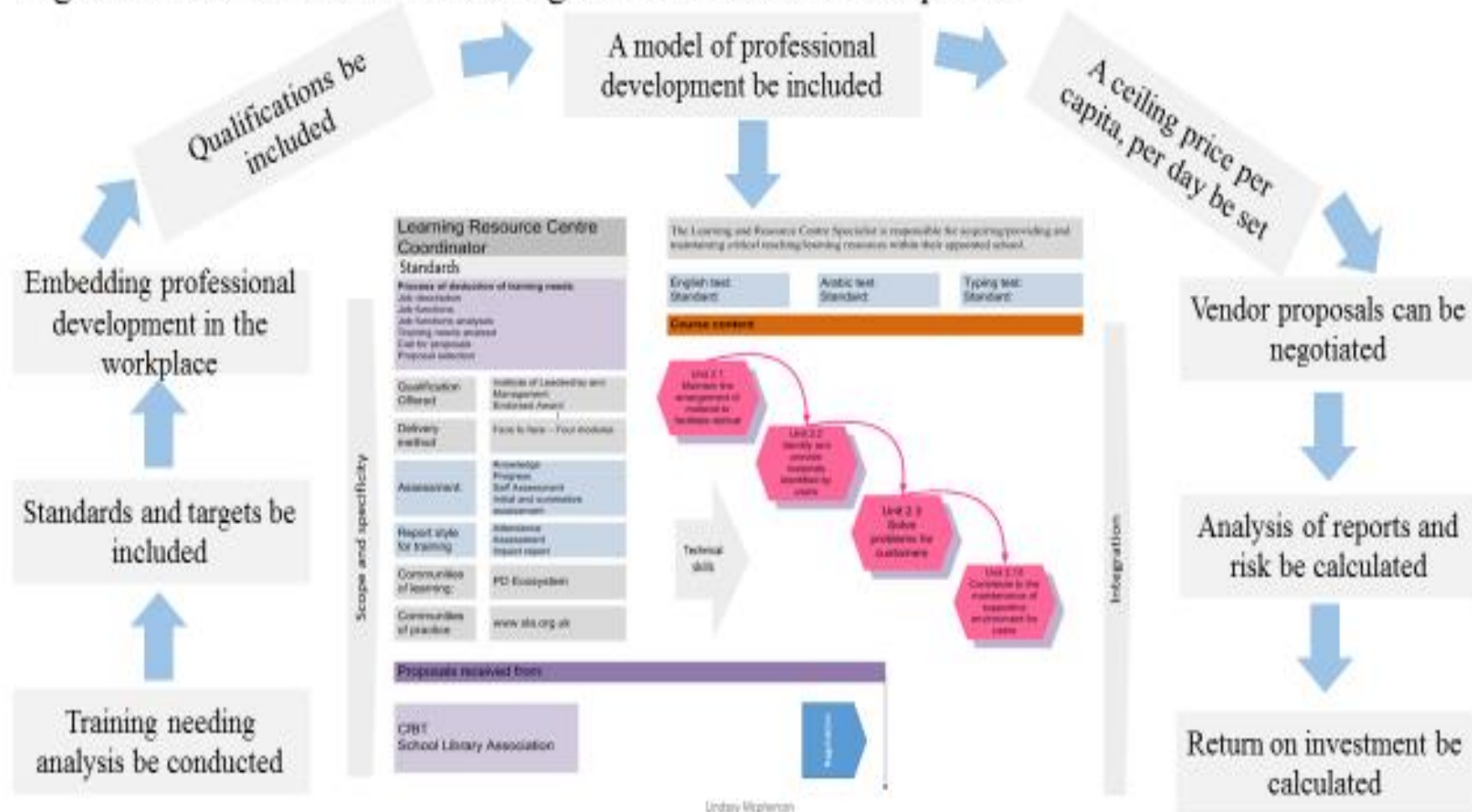
6. a ceiling price per capita, per day should be set.
7. vendor proposals should be negotiated.
8. analysis of reports and risk should be calculated.
9. return on investment should be calculated.

It can therefore be concluded that a model for commissioning of professional development, as shown in Figure 29, was developed as a result of this research.

6.7 Outcomes in relationship to research questions

I now turn to considering how my findings and recommendations in this research project have met my research questions.

Figure 29 Model for Commissioning of Professional Development



Source: developed for this research.

Research question 1: 'What were the reasons for poor vendor performance in the context of professional development for principals and vice principals? What strategies can I put in place to prevent their re-occurrence?'

The reasons for poor vendor performance were many and not attributable to one source. The research has uncovered some sources and has put in place strategies to prevent re-occurrence.

Targeted provision: One source was the lack of a model of professional development for commissioning purposes so that professional development may not have been targeted accurately. This was most evident when the KG and Cycle 1 curriculum was used as the basis for all professional development provision. Therefore, to prevent further poor vendor performance, standards instead of the curriculum needed to be used in the production of professional development. As a result, provision could have been more targeted and relevant to requirements. To prevent further poor vendor performance the strategy of including a model of professional development in the contract was developed, and would result in accurately targeted provision.

Model design: Another source indicated that the design of the model of professional development was not as strong as it could have been. Because training needs analysis had not adequately differentiated performance by job or cycle, professional development provision, was not adequately targeted. Similarly, professional development did not target occupational requirements, resulting in principals and vice principals not being given appropriate professional development. Comprehensive training needs analysis against standards including subjects, cycles and job requirements, would have resulted in more applicable and relevant professional development provision.

Delivery: Another source indicated that the delivery method could have been improved. Because there was a lack of cultural competence by the vendor, some professional development delivery was insensitive. Therefore, to prevent poor vendor performance in the region, vendors should have a proven track record in Gulf Islamic countries.

Evaluation measures: A further source of difficulties was the lack of evaluation of specified, measurable, competent performance. Once provision had commenced, there was little chance to judge the participants' journey and performance improvement. As a result, a strategy to prevent further poor vendor performance could include the requirement of preparing contracts that specify measures of performance to indicate progress and the success of the contracted provision. To prevent further poor vendor performance, setting milestones could indicate if professional development was on target.

Relate to everyday work: Another source identified that professional development was not related to the everyday work environment, and as a result, change in practice was not being applied in the workplace. Further, best practice examples for principals and vice principals were not provided to show how knowledge could be transferred into practice. Therefore, strategies to provide professional development in the learning environment, with best practice embedded into professional development in the classroom, would have a direct impact on the learner.

Interpreting assessment results: An additional source of problems was the lack of ability by the principals and vice principals to interpret learner's assessment results, which would have let them have an impact on learning and learner attainment. To prevent further poor vendor performance, a strategy to increase principals and vice principals' awareness of how assessment results can be interpreted and applied to learner education, is desirable.

Resistance to change: A further source indicated there was a lack of realism by principals and vice principals about their performance, because they may not have considered that performance improvement was necessary. As a result, to prevent further poor vendor performance, principals and vice principals needed to be made aware of performance standards and what they looked like when performed in the learning environment. Because there appeared to be a resistance to change by principals and vice principals, performance improvement was not evident. Therefore, to prevent further poor vendor performance, a strategy to prepare

principals and vice principals for change in behaviour, to bring about improved performance, would be required.

Research question 2: 'Are there models of professional development that can effectively deliver professional development in the context of school improvement? Why and how might they transform learning into practice for improved learner attainment?'

The second research question concentrates on whether models of professional development could effectively transfer learning.

Measures of performance: In terms of the design of the model, my research findings shows that models that have an accurate scope, are constructed using standards, have measurable learning outcomes and possess performance criteria, can transform learning into practice and are effective. Similarly, professional development models that are designed to meet occupational standards, with cycle and age-appropriate curricula are effective because they target the required practice and level of competence. Models of professional development that have specific and measurable key performance indicators and performance criteria are effective because they allow measures of improvement to be identified. Further, models that are situated in the work environment have greater effectiveness in transferring knowledge into practice, because practice is applied directly to the learner in the learning environment. Therefore, models of professional development that measure performance in the work environment are effective. I next consider the consequences of researching poor vendor performance addressed by research question three.

Research question 3: 'With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?'

Models: As a consequence of researching poor vendor performance, my learning has been enhanced by greater understanding of models of professional development and the requirement to scope and construct it accurately. As a result, I am better prepared for modelling professional development and the steps required to ensure effectiveness.

Contracting: I am also aware that preparing contracts of professional development is an important issue for bringing together expectations of the vendor's performance with the subsequent contract performance. As a result, I am better able to commission and construct contracts for vendor performance.

Return on investment: I am also aware of the requirement to have tangible measures of return on investment to justify benefits from professional development. As a result, I am better able to judge vendor and contract performance for re-contracting purposes.

Commissioning: Further, I have acquired an enhanced understanding of the requirements for commissioning professional development. As a consequence of my learning, on the next opportunity I will construct a model of commissioning of professional development using the nine recommendations. (I have been appointed as Chair of the Professional Development Committee for the UAE Teachers and Educational Leadership Standards Initiative (previously having been the Chair of the UAE Teachers and Educational Leadership Standards Committee and being a member of the Licensing Committee)).

Nine steps: To improve my professional practice I will use a nine step, high level approach for commissioning of professional development, as follows:

Step 1: Understand the scope of requirements.

Step 2: Undertake and analyse training needs' analyses.

Step 3: Develop the model of professional development

Step 4: Analyse where existing resources can be applied to professional development.

Step 5: Using the model of professional development, circulate with a ceiling price (if known) and invite proposals from vendors.

Step 6: Negotiate proposals until the best model and price are achieved

Step 7: Determine measures of success, stated as milestones and key performance indicators.

Step 8: Contract with vendors for professional development performance with binding contract performance and outcomes

Step 9: Monitor contract performance to maximise return on investment.

6.8 Conclusions

In this chapter, I have discussed my findings, recommendations and improved model for principal professional development. Next, I discussed my findings and recommendation for the wider school workforce and developed wider school workforce professional development models. Then, I finished with the model for commissioning of professional development and relate my findings to my research questions.

6.9 Final Conclusions

To make my final conclusions and summary, my project and research has resulted in:

- eight recommendations for the principal professional development
- eleven recommendations for the wider school workforce
- nine recommendations for the commissioning of professional development

In addition, eleven models of professional development have emerged for the benefit of Abu Dhabi Education Council and are:

- The Improved Informal Model of Continuous Improvement, recommended for principals and vice principals' professional development
- Nine models of wider school workforce professional development
- The model for commissioning of professional development

Next, in Chapter 7, I discuss my personal and professional learning journey as a result of undertaking this project.

Chapter 7: Reflections on my learning and professional journey

7.0 Introduction

Having presented my project in chapters one to six my DProf project forms a professional report for Abu Dhabi Education Council. In this chapter, Chapter 7, the reader will notice I have changed from a distinctive authoritative voice to a personal voice. While a personal voice is an explicit requirement of the DProf final chapter, as indicated in the DProf Handbook, it also enables me to reflect on my learning. My learning journey has been a personal endeavour and as such I need to express and reflect on my learning and past experiences. For my personal benefit, I aim to learn from my reflection and consider how my professional practice can improve. My change of voice will allow me a closer relationship between my research, reflection and learning for clarity for my future professional career pathway.

I now change my style to my personal reflective voice. In this chapter, I present my reflections on my learning and professional journey. This chapter is divided into three.

7.1 LUMAS

7.2 Reflection

7.3 LUMAS revisited

7.1 LUMAS

To consider my reflective journey, I structure my reflections in a framework, using a developmental reflective process called LUMAS (Checkland and Poulter, 2006). LUMAS is often used in conjunction with Soft Systems Methodology as a way of measuring learning. LUMAS considers what the user is able to learn from a problematic situation. By using a methodology, as an approach to a situation, a new and improved situation can be created, as demonstrated graphically in Figure 30. In this case, the user is myself and I am able to learn from the poor vendor performance to create new models for the wider school workforce's professional development.

I recognise that by using LUMAS, my success in its use depended on the purpose it is used for and the context it is used in. Further, it depends on my

skill and insight, along with the level and quality of my participation in the problem. Because LUMAS allows definition and redefinition, between ideas, situations and me as the practitioner, it could be considered a developmental insight – derived from the process of my own learning – a process of metacognition.

7.2 Reflection

Reflecting back on my learning journey, I recognise that the catalyst for my research was the poor vendor performance, delivered by a well-known international vendor. I was puzzled by the vendor's provision, because they came with a very good reputation for international professional development solutions for educational systems.

In discussion I found out that they originated from the United States and had successfully completed many professional development projects, both in the United States, and around the world. I knew there were three other international providers that could have been given this contract from the United Kingdom. However, I recognise they were involved in other types of contracts in Abu Dhabi Education Council and therefore, had been tried out before with varying success. I therefore envisaged that in using the United States vendor that it would bring a new dimension to the New School Model.

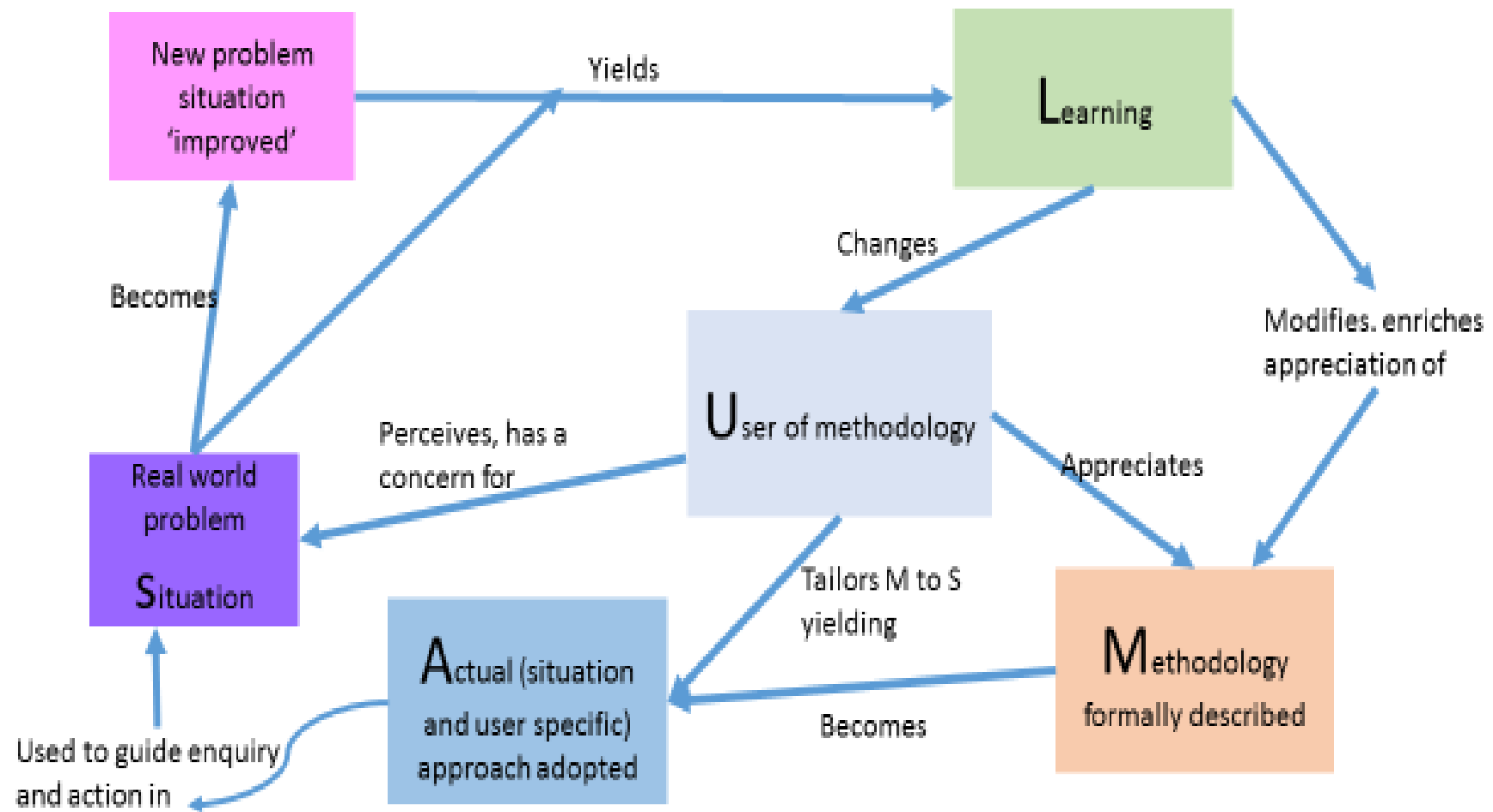
I was aware that the vendor was contracted to embed into practice the requirements for the New School Model. In investigating poor vendor performance, I knew my project needed to look at the vendor's provision to understand the vendor's performance and I needed to consider how other countries approached school improvement strategies. Reflecting on international settings, Singapore had introduced an initiative called Thinking School, Learning Nation to foster thinking skills in schools. Via previous research, I was cognisant that Singapore was one of the few school systems to introduce a thinking programme at all levels (Chang, 2001). To achieve the thinking program, the curriculum was reduced and IT networks were set up in schools. I surmised the reason was that Singapore had always placed a high premium on investment in human capital. I also realised that because the population was the only resource for supporting economic growth and

promoting social harmony, its development was crucial (Chang, 2001). When I think about it, having studied results from international test systems, such as TIMSS, PIRLS and PISA, Singapore scores very high and it can be concluded that the system works and brings high-level results. However, Abu Dhabi Education Council was taking a different school improvement approach.

The approach by Abu Dhabi Education Council was a pedagogical change in curriculum introduced as the New School Model. Looking back, the then Minister of Education in 2006 was very critical of the old curriculum and teaching methods and had announced his plans for change. I think the metamorphosis for this change initiative emerged as the New School Model that was first implemented in 2010. Considering the need for the new curriculum, I recall that best practice approaches recommended professional development as the most affective driver and catalyst for change. However, I knew there were many approaches and models of school improvement.

Prior to commencing my project, I was introduced to the McKinsey Report by my then director, who asked all department members to read the report. On reflection, it was one of the most interesting and informative reports I had read specifically about educational improvement. I was surprised by the numerous interventions revealed in the report and the claim that if each were applied as an initiative, results would be achieved within a period of six years. I knew that many of the recommended McKinsey interventions were being implemented simultaneously in Abu Dhabi Education Council. At the time I admit that I had taken the report on face value and had not given too much thought to its evidence of success. It was not until much later that I realised that the report had serious deficiencies. Now I am aware it was international consultants' skills of introducing the interventions in Abu Dhabi Education Council that led to its success.

Figure 30 LUMAS



Source: adapted from Checkland and Poulter (2006).

I was aware that I was carrying out two McKinsey interventions simultaneously; to introduce the wider school workforce into schools and to commission the professional development provision. Thinking back, when I received instructions for my interventions to commission professional development for the wider school workforce, I realised this was the only instruction I was going to receive. I also knew I needed to have a rationale for my approach and the only documents I had were the job descriptions. I remember taking each job description and putting it into a table and breaking down each description into the individual component parts and what emerged was a list of skill requirements. I realised there was no need for the expense of international vendors for soft skills training that could be carried out by a local vendor. However, I knew that some of the technical skills that required more specific job roles did require international vendors. As a result, I thought it would be more effective if I approached professional development from two aspects, with soft skills at the local level and technical skills at the international level. This decision proved to be a successful strategy.

It was at this time I heard about the poor vendor performance from a colleague in my department. I was concerned because a large system wide project was not as successful as expected and with me commissioning professional development I needed to know why. Clearly there was an issue with the contracted professional development and it was already being questioned by Abu Dhabi Education Council. I remember trying to make sense of what the obvious and possible solutions could be for my own task. It quickly became apparent that I did not have enough information to make a judgement and I knew I needed to gather more information. As a result, I thought it would be and it turned out to be a good research project.

As an aside, several years ago, I had registered for the Doctor of Professional Studies (DPS) a work based higher education qualification. I also realised I needed to consider the process of my own learning – a process of metacognition; and to engage in personal and self-development. I knew I had started four previous projects but, due to country changes, job changes and house changes, was frustrated because I had not had the opportunity to sustain a project. Thinking I had stability in my new work

position gave me confidence that I had identified a project of importance that needed to be addressed. Since I had just finished a Doctorate in Business Administration I thought I still had the study skills, and routine to enjoy another learning experience and I believed I would be able to complete another.

Using my new work based situation, I considered how best to approach poor vendor performance as a DPS project using a suitable research methodology. In the past I had used qualitative and quantitative data for research to good effect. Further, I found using qualitative semi-structured interviews was useful when I knew what I wanted to find out. However, in this case I did not know what I needed to find out.

To research my project, Soft Systems Methodology (SSM) was a research approach that allowed 'messy' problematic issues to be unravelled. I realised if I used SSM I would be able to find out and learn more about poor vendor performance to identify the challenges I faced. I therefore needed data gathering tools to collect data on the poor vendor performance. I knew by exploring the issue using unstructured interviews, vendor reports, Professional Development Department reports and the Principal Leadership Survey I would uncover evidence relating to a number of aspects about poor vendor performance. At the time I did not know that there would be an issue of truth in the collection of data. I now realise that the Principal Leadership Survey challenged both the principals' and the cluster managers' truthfulness. If principals, when asked about their ability to competently carry out their duties, were to admit they had challenges, their responses would be taken as an admission of not being competent in their job. Similarly, if cluster managers were to admit that principals were competent in all areas, there would be little need for them to be the link between Abu Dhabi Education Council and the school in terms of principal performance improvement. The dilemma of truth versus personal agendas may have clouded responses from both parties and therefore the complete accuracy of data in this Principal Leadership Survey could be questioned.

Learning from previous experience, I knew that extensive data would be collected using unstructured interviews that would need processing. I should have been aware of the amount of data an unstructured interview process

would generate. In actual fact it was overwhelming. Previous research experience had proven that I could gain rich data, and new insights, particularly from individuals' personal views, by asking open but not leading questions. I experienced both the affective and cognitive aspects of the interviewees' responses.

Looking back, it was by collecting data about each group of stakeholders that views and personalities emerged. However, I found that writing the story did not illustrate the interviewee's personality. Some interviewees were very angry, some were quite placid and some were very balanced in their approach to giving comments on the professional development provision. More importantly, I extracted meaningful or important information that to them was real and valid. I recognised that as a researcher, had I not been able to interact well socially, the data gathered would not have been as rich and full as it was. I found I gained most information during informal interviews that were off the record because stakeholders gave an honest view of their personal experiences. Additionally, for future research in this area, I have learnt I would gain most pertinent and truthful information from the informal interview setting. I therefore quickly learnt that good social and conversational skills were necessary for deep extraction of information.

Conversely, I found that interviewees in the setting of a meeting or a formal discussion did not give the same type or depth of information, especially when it was on the record. I found that formal discussion was on a more factual basis and I felt it was devoid of strength of feeling. I knew if I only used formal information for this research, the resulting findings would be very different.

It was at a later date that I realised my informal interviewees had different professional development experiences. I had selected half with lived experience, who were direct participants in the professional development, and half who had second-hand observer or even third hand gossipers' views. As a result, I had a dichotomy of experiences and views to contend with but all their experiences were valid. Analysing the participants' backgrounds, it became clear that some stakeholders had direct 'lived life' experience from direct involvement but their 'lived' experiences could have been different. For example, I deduced that interviewees with good trainers

would have had different experiences to those with bad trainers. I realise now, that the different experiences may have accounted for some interviewees having good, whilst others had bad views of professional development.

Further, did gossip play a part in the spread of dissatisfaction being reported? Looking back, gossip could have exacerbated the negative views about professional development. As one person became disenchanted and discussed negative points, so the negativity could have spread. Presumably, if true, it highlighted the need to take early action to prevent a negative situation escalating system wide. Further, once negativity about professional development was established, it was hard to redress.

It was at a later date that I realised that only four of the interviewees were Emirati, while all others were expatriates. Being culturally aware, I knew that nationalities and cultural background had an effect on the openness of responses. For example, where Emiratis were guarded about their responses, expatriates were quite open. I found having 17% Emirati and 87% expatriates was reasonable to gain realistic and truthful responses. However, for future research I would be more conscious of my selected groups for a better balance of views.

Evaluating past actions, one area that I believe was an omission on my part was overlooking interviewing the learner. I realise now the voice of the learner was important to be heard because they had contributory value. I should have enquired if the changes taking place in the learning environment were having an impact on them. Without a doubt it would have been challenging to extract such data from younger KG and Cycle 1 learners. However, older Cycle 1, Cycle 2 and Cycle 3 learners ought to have been able to verbalise their views about the impact on their learning. I now realise that omitting learners' views was a lost opportunity.

As a result of my interviews, I recall I had to jot down short statements as reminders of conversations so the data could be written up at a later date. I thought this was a disadvantage because the amount of information gathered was huge and time-consuming to record and analyse. I knew when I applied previous practices, I had created a matrix to make sense of the

data that proved useful. By creating the matrix, I felt I was able to focus my research into the areas of most need and areas that were of most concern. I found on the second round 'chunking' began to emerge and I realised that 'chunking' from Particular Incident Narratives led to understanding reasons for poor performance. By the third round, I arrived at 99 narratives that I recorded as vignettes to make analysis and inferences. By doing so, I knew I was drilling down to the pertinent areas of my research about poor vendor performance.

I also recognise how effective SSM was in my research project. It was effective in gathering evidence from many sources, which was helpful. However, it could have been better supported by use of specific narrative software such as Wengraf's (2004) software. Had the software been available at the time it could have handled the massive amount of narrative data gathered as Particular Interview Narratives (PIN). I also realise that I have learnt the use of SSM in situations that do not always have an obvious answer. My most significant learning experience is the extent to which stakeholder interest in an investigation process using SSM harnesses stakeholder involvement and buy-in to a process of problem solving and group solution making.

Early on, I had the misconception that the data gathered constituted findings, not raw data. This was because I had not yet analysed the data. Once it was pointed out to me, I reflected on the issue and realised that the raw data would contribute to creating the rich picture, which was significant to understanding the reasons for poor vendor performance. I realised that by triangulating the chunking and vignettes, it would validate the gathered information. Further, I knew I would be able to verify the data gathered because as the same data was collected over time, the more valid and reliable the data became, giving me a degree of confidence to build interpretations.

Looking back, I knew another aspect of SSM would help because the methodology required models to be developed and discussed and I needed a suitable model for the wider school workforce. Looking back in reference to a professional development model, a few years earlier, I had been involved in nationalisation and localisation projects in Oman. In Oman I was working

in the private sector, carrying out localisation initiatives set up by the government. In hindsight one strategy in particular was more successful than the others: an exclusion approach. It was stated that on a certain date only Omanis would be allowed to operate water and sewage tankers. I remember in the first three days of the initiative water supplies were disrupted, causing outrage. In hindsight, the exclusion approach worked because after that date, only Omani tanker drivers operated water and sewage tankers and the strategy was successful when water supplies normalised.

On reflection, I was not immediately aware that the wider school workforce strategy was one of exclusion and mirrored the Oman approach. Making the wider school workforce positions for Emiratis only would give status to the positions and would successfully attract Emiratis. Because exclusion had proven successful in the past, I had confidence that the approach would work in the UAE.

On the other hand, when I worked in Qatar, I worked from a different perspective. Being the director of the government strategy to Qatarise the workforce, I had established partnerships with industry for the Qatari initiative. It was because Qataris received five international certificates on exit from the programme that employers were supportive and keen to employ them. Further, the students had evidence of reaching standards and had the credentials to prove it. As a result of that success, we had so many employers asking for our students we could not keep up with demand. We therefore had to ration the allocation of students to the employers. I now realise the key to the success of the Qatari project was because of two initiatives: the training and qualifications the students received.

On reflection, I realised there was a need for training and qualifications to be built into the Abu Dhabi Education Council's models. I knew that not every new wider school workforce position would have a formal qualification, but I hoped at least the qualification would be an Endorsed Award from a recognised awarding body. Thinking back, I had an extensive amount of experience in the selection of qualifications. This enabled me to select suitable qualifications for some of the wider school workforce positions, but not all. I was conscious of the fact that the vendors had more specialised knowledge in this area than I did and so I would be guided by their selection

and advice. Therefore, it was clear that well trained qualified Emiratis would increase success in the New School Model.

Referring back to Qatar, I used the strategy of positive and negative counterbalance. The strategy may not have been the most popular, but it worked. For example, by asking the Labour Department to block visas for expatriate secretarial or administrative staff, employers needed to sign a contract to employ a Qatari for those positions. Once the contract been signed, the blocked visas were released. As a result, I realised blocking visas would ensure that Qataris were situated in vacant positions that had already been identified in the market. I also realised that employers were offering higher and higher salaries to our Qatari graduates, which was resulting in a wage war. Salaries were escalating and I knew I had to prevent the point where Qataris would be too expensive to employ. Employment and wage control were keys to success. I also knew that Omani employers were paying around 3000 to 5000 rials to employees and were successfully nationalising the industry, whilst containing wage differentials, so the strategy worked. Therefore, I knew that if the employer employed a Qatari for a one year period, on a starting salary of not less than 6000 rials and not more than 8000 rials, it controlled salaries.

Further, it was important to contain salaries to prevented wage differentials between local and expatriate salaries becoming too wide. Further, I was aware that a particular Gulf country was paying such high salaries to local staff that wage differentials were too wide, and as a result the local population was for financial reasons, unemployable.

As an aside, because of the success of the Qatari initiative, I remember the many international visitors, particularly ministers from other Gulf countries, came to investigate. In particular the International Labour Organisation (ILO) visited every six months and was very interested in the progress and success of the Qatari project.

In Abu Dhabi I would have wanted to apply wage controls. However, I realised I would not be able to affect the Abu Dhabi Civil Service pay scale. Therefore, I could not achieve my wage goal due to uncontrollable aspects

embodied within political, social and educational conditions. I settled on the premise that, if new positions had lower grades and salaries, it would go some way to addressing the wage differential, a contributory factor of unemployment.

In terms of unemployment rates, other Gulf countries had challenges. One Gulf country had a huge number of expatriates holding most of the country's jobs. As a result, the country had a large national unemployment issue. I knew to address local unemployment rates, the wider school workforce was an Emiritisation initiative of national importance. Therefore, it was important that the wider school workforce attract, employ and retain Emiratis. In search of a suitable employment strategy for the wider school workforce, developing purposeful activity models provided a way forward. The root definition provided the direction for the subsequent development of the activity models. The simplicity of the root definition statement belied the amount of time taken to construct it, because it took time to drill down to the essence and focus of the issue. I also deduced that debate would show how changing to a real world model would improve professional development and help to identify feasible and desirable models.

I did have concerns about what to include in the professional development models. I had designed an earlier first-round model of professional development that I asked colleagues to comment on. The feedback showed that the model had deficiencies and could be improved further. I recognised the value of my colleagues' knowledge and experiential perspectives and I asked my colleagues to put their own model of professional development forward. From discussions the real world model proved to be a better fit than others and so it was recommended.

On discussing the merits and values of each of my colleagues' models, the elements that needed to be included were standards, training needs analysis, assessment, reporting mechanisms, targeted performance, induction and integration. I knew I had to be careful to include all elements in the new models for the wider school workforce. It was during this debate that feasible and desirable concepts emerged, most of which took place during reflection. Despite the fact that the opinions of the team and individuals within it had elements of convergence and divergence, our shared

knowledge showed democracy of action and indicated strength of evidence and validity of judgement.

In the previous contract, training needs analysis had become an issue. Looking back, training needs analysis was such an important aspect of the multi-million dirham contract that for it to be treated casually was gross misconduct on the part of the vendor. It was at a later stage that the implications of inadequate training required repurposing corrective action. Looking back, the vendor provision was not determined by training needs analysis but was based on the KG and Cycle 1 curriculum standard. Consequently, I realised that Cycle 2 and 3 staff were not effectively catered for and became disengaged with professional development. Further, two thirds of staff were to receive professional development about a curriculum that was not relevant to their work or learners. Professional development provision had focused on the 'what' of curriculum content as opposed to the 'how' of applying pedagogy to the learning environment. Additionally, because the vendor did not use the Abu Dhabi Education Council's standard for the 'how' of performance, that performance could not improve. This confused approach highlighted the inadequacy of the professional development strategy.

I now realise why a recent requirement in Abu Dhabi has been that all large-scale decisions must be taken by a committee. In this case, had a committee viewed this contract proposal, they might have identified that Cycle 2 and 3, principals and vice principals were not catered for. Further, there may have been a realisation that the training needs analysis should not have been left to the vendor. As a result, vital omissions from the contract could have been identified.

Additionally, I realised, a scoping document for contractor/vendor tenders was needed. In the past, I remember being approached by a large and well-known awarding body in the United Kingdom about the setting up of a government training centre in Dubai for Dubai World. I remember the awarding body presented me with the scoping document and outlined what they wanted. I recall skim reading the tender document and pointing out that what they intended to propose was not what the document was asking for. Subsequently, I wrote the tender for the awarding body for submission and

won the contract to set up the current National Institute of Vocational Education (NIVE). I realised then that reading tender documents was not easy for everyone. However, I felt certain that I had the skills to create the scoping document in a simple format so vendors could easily understand the requirements. It was only after putting the scoping document together that I contacted the international vendors to invite proposals.

I found my search for international vendors was quite a lengthy process involving email communications, telephone conversations and face-to-face vendor meetings. As vendor proposals were submitted and reviewed it became evident that I needed to speak to vendors before accepting submitted proposals. I remember one proposal had extra online modules and associate membership provision that enriched their proposal further than I expected. I thought that if all vendors could price into the proposal the online and association membership it would be a real bonus for the learners.

I also wanted to develop a model for the wider school workforce, developed from my findings from feasible and desirable analysis and my previous experience. I formed the supposition that by providing a model to the vendor it was more likely they would provide the provision I wanted. My supposition was validated when I started receiving quality vendor proposals and I was confident that best fit models had been achieved. I therefore had evidence that my learning was contributing positively to influencing the commissioning for professional development and my learning was not only continuing but evolving.

Once I had analysed the proposals it became obvious that pricing showed an enormous variation for per capita, per day. I remember thinking that as I did not know the base price per capita, per day, I could not determine if the prices were fair or not. Further, having been involved previously only in pricing for professional development on a much smaller scale, I only had knowledge of what constituted small scale fair daily rates. It was only because I had so many proposals that I was able to establish an average fair price that allowed me to compare prices from one proposal to another. By working out an average, I set a ceiling price and circulated it to vendors, then asked for re-submissions based on the new ceiling price. As a result, all the vendors submitted a second proposal that met the parameters for a per

capita, per day rate. Further, I realised that because they had complied with the ceiling price my approach had worked. On reflection, this one readjustment must have saved Abu Dhabi Education Council millions of dirhams.

I recall thinking at the time that vendors must have a large margin of profit, if they could drop their prices so drastically. Astonishingly, I remember one vendor already operating another tender for Abu Dhabi Education Council coming to me to let me know their provision was superior to all others and should be allowed to exceed the price. I recall the truth of the matter was that their reputation in Abu Dhabi Education Council was so bad that they were unlikely to be selected. In response to their claim of superiority, I informed them that if they did not drop their price, they would not be considered in the tender process. I was astounded by their resubmitted proposal which was 1000 dirhams, per capita, per day, less than their previous proposal. I had a wry sense of achievement at that time. Looking back, I believe some 29 quality proposals in total were received and had to be analysed individually, which took quite a bit of work.

I recognised that even though the aim was to identify international vendors, rationalising the cost was also an important factor. From past experience in vendor proposal selection, I was aware that it was not always the lowest price that was selected. I knew I would not be the one selecting the final tender as this process would be carried out by the Procurement Department. Further, I realised the Procurement Department's vendor selection might differ from my selection preference. Although some vendors had priced themselves out of the market, if their provision was of a specialist nature, I thought they could still be selected and contracted in order to acquire their specialised skills. Looking back, in terms of the financial cost of vendor provision, my ability for high order problem solving and reflective practice, combined with previous experiences, enabled me to reach the best proposals for Abu Dhabi Education Council.

Having constructed and received proposals, I then turned my attention to the quality of providers' materials. Looking back at the past contract, the poorly constructed quality of materials were a concern. Because materials were paid per page, I knew materials had been stretched thin for maximum profit.

As a result, I realised the vendor produced materials that looked very simplistic, in some cases child-like, which affected recipients' views about professional development. Additionally, some materials were not culturally sensitive and showed some un-Islamic information which some found offensive. Therefore, it was important that vendors had cultural competence to receive a contract for professional development in the Middle East.

In hindsight, once I had received all the vendor proposals I had a sense of satisfaction that I had achieved my goals. I therefore was confident my past learning and professional practice had helped me construct fit for purpose models of professional development.

During the final stages and once I was satisfied that my task was completed, I presented my findings to the senior directors. From a professional practitioner's point of view I felt that I had achieved a substantial amount of work that would benefit the Abu Dhabi Education Council in their ambition to become the world's best education system. Professionally, this gave me a level of satisfaction that my contribution was part of this ambitious goal.

As a reflection, it was only in hindsight after having prepared my models of professional development that I understood the need for clearly defined commissioning processes. At the time, I had not realised the extent of the impact on performance improvement and the financial implication of inaccurately defined vendor performance. It was only afterward that I knew that the Abu Dhabi Education Council's intervention was not only necessary but was needed immediately. Immediate intervention was not only to satisfy principals with valued professional development provision but also to gain a return on the investment. It is only now that I appreciate the behind the scenes planning and preparation and the speed with which re-purposing provision was implemented. I now realise the Abu Dhabi Education Council reacted positively to the voice of its staff, bravely and timely executing the repurposing of the professional development provision.

Thinking forward to the implementation of the models for wider school workforce professional development, one concern I had was the second phase of the project. I remember thinking that recruitment, induction and

integration of the wider school workforce into the school learning environment would be a challenge. Planning the induction would make sure the new wider school workforce settled into schools to help with the running of the school. When I think back, the DG of Abu Dhabi Education Council did an annual induction at the beginning of the academic school year, in one of the large university tiered lecture auditoriums. This was to set the scene for the coming year, and the DG outlined the past achievements and the expectations for the coming year. I attended this induction training and I found it very useful particularly about the expectations for the coming year, because it focused my thoughts on how it affected me in the work role. Thinking about it now, a large-scale induction would have to be set up specifically for the wider school workforce because there was to be such a huge influx into the schools. I am still convinced that this approach would have worked.

Further, I realised that the introduction of the wider school workforce into the school environment would have had a major impact. I imagined that, in the initial stages, there would be some disruption to schooling, because the wider school workforce would be new to the school environment and would be new to their employment. I thought that it might be best if I planned two types of induction training: one by the principal for staff in the school, the other more in the form of a general town hall meeting. Because I have given induction training before I realised how much work it would take to prepare a presentation. I also realised this would be a challenge for some principals. I thought that by developing only one induction pack for all principals to use, it would support the principals and standardise the delivery content.

More importantly, on reflection, I realised that the biggest impact of applying my professional development strategy would be on the end-user, the learner. The significance and impact on learner attainment may not have been a conscious recognition of the impact of my model. However, I now realise how important the effect of my model would be on educational attainment. To think that the performance of all school children's performance in Abu Dhabi Education Council could be affected by my models was a rewarding feeling. Having reflected on my learning in this

chapter, I now reflect on my main learning from my research that I can apply to my professional practice.

To summarise my learning my reflections have shown me that there are several areas that need to be uppermost in my mind when commissioning professional development. My main learning is that standards need to be determined, stated and circulated so that educators are aware that they have to be met. Further, I am aware that it is only after applying standards that a school system can measure the performance of educators, whether improvements have occurred or not. For further development, I understand that by setting a standard, performance can be standardised throughout a whole school system, in this case Abu Dhabi Education Council.

Also, I am aware that the commissioning of professional development needs a strategy and structure to ensure targeted provision is provided. Developing a model of professional development that meets need increases the effectiveness of the output of the vendor contract. For future requirements, I will discuss and negotiate around the desired model for greater return on investment.

I am also more aware of the need to consider the impact on learners learning. I realise that professional development provision is often only considered from the satisfaction levels of attendees with further and deeper analyses, of the impact on the learner, overlooked. For future provision, I would establish the pre-training status of the learner's performance so that the effect and impact of professional development on learner performance can be determined. As a result, for future consideration, system wide learner improvement, I expect, would indicate whether professional development had improved educators' performance or not.

I also realise that evaluating past positive and negative aspects of professional development provision is necessary for determining improvement measures. Failure to evaluate could lead to missed opportunities for improvement of the applicability, suitability, delivery, content and assessment of professional development provision. For future provision, I will include evaluation in all professional development provision. Next, I consider the consequence of researching poor vendor performance.

7.3 LUMAS revisited

Finally, I ask Research Question 3,

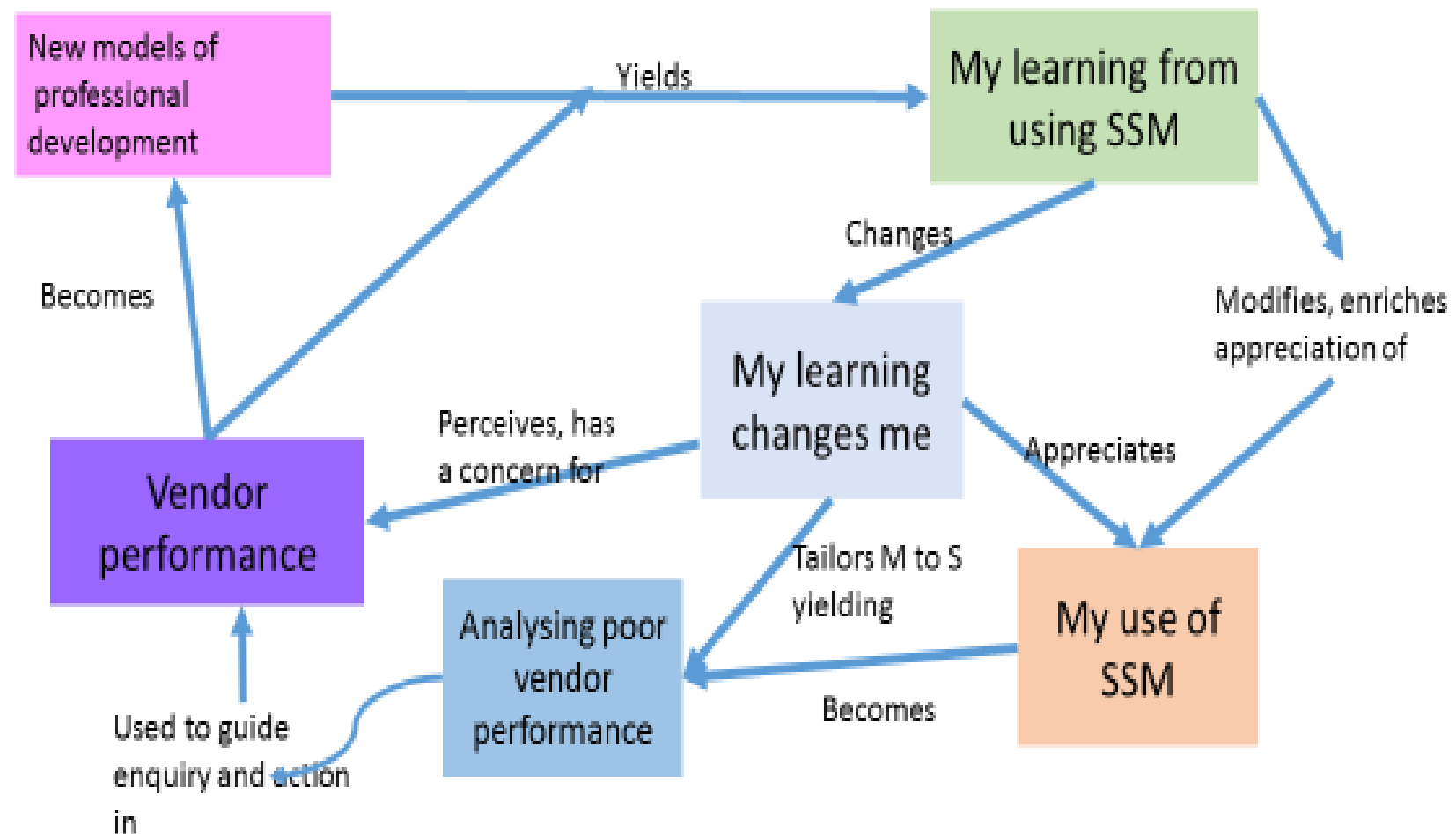
‘With what consequence can researching poor vendor performance and models of professional development enhance my learning and professional practice?’

It can be concluded that using the LUMAS model highlighted my personal learning and professional practice. Revisiting the LUMAS model, as demonstrated in Figure 31, I have learned significantly.

I realise my knowledge and understanding of poor vendor performance has been maximised by the intensive research applied. My learning has included understanding the significance and importance of incorporating a training needs analysis and creating a model of professional development. My new knowledge and understanding led to nine new models for the wider school workforce professional development, an improved model for professional development for principals and one model for the commissioning of professional development. Having completed my learning journey, if I ask, ‘did I improve my learning and my professional practice as a result of having undertaken this research?’ And because I can answer ‘yes’, I judge my learning journey was successful and rewarding.

Word count 65961

Figure 31 LUMAS revisited



Source: adapted from Checkland and Poulter (2006).

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Appendix 1 Letter of approval from Abu Dhabi Education Council



التاريخ: 2012/10/17م

السادة/مدراء و مديرات المدارس الحكوميه الأفاضل

الموضوع: تسهيل مهمة باحث

يطيب لنا أن نهديكم أطيب التحيات.

في إطار دعم مجلس أبوظبي للتعليم للبحث والباحثين، فإنه يسعدنا إعلامكم بموافقة المجلس على موضوع الدراسة التي سيجريها الباحثة/

LINDSEY FLORA MCPHERSON

بعنوان: "A SYSTEM TO IMPROVE VENDOR PERFORMANCE BY

IMPROVING CONTRACT MANAGEMENT IN ORDER TO
ACHIEVE MAXIMIZATION OF RETURN OF INVESTMENT

لذا يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة ومتابعة إلتزامه بتطبيق أدوات الدراسة المرفقة.

شاكرين حسن تعاونكم

محمد سالم محمد الظاهري

المدير التنفيذي لقطاع العمليات المدرسية



المرفقات

1. نسخة من أدوات الدراسة.

Appendix 2 Financial analyses of the Vendor proposals

Analyses of Proposals

Position	Training type	Provider	Duration (in days)	Qualification	Association	Total cost	Cost per capita day	Cost per capita per day with on costs
Registrar								
	ADEC Procedures	ADEC						
	English language	Cambridge					40	40
	Keyboarding test	Pearson	20 minutes				130	130
		Compubase	z			z	z	z
	eSIS	Pearson	4 + 1			223248	172	172
	ADEC IT Department		4 +1			0	0	0
	Core skills	ADU	4 + 1			45,000	360	360
		LSN	4 + 1	ILM Endorsed Award	Institute of Leadership and Management	172,639 143,846	(Gp 1) 720 (Gp 2) 600	(Gp 1)1085 (Gp 2) 965
	Soft skills	Select	4	CPD		30,000	375	375
		AEU U	4			37,500	469	469
		Al Khawarizmi	4			29,500	369	369
Business Development Coordinator								
	ADEC Procedures	ADEC						
	English language	Cambridge					40	40
	Keyboarding test	Pearson	20 minutes				130	130

eSIS skills	Pearson	3			164,176	210	210
		4 + 1			721,639	720	(Gp 1)1085
Core skills	LSN, City and Guilds, Institute of Leadership and Management			Institute of Leadership and Management	143,843	600	(Gp 2) 965
Soft skills	ADU (local)	4 + 1			45,000	450	450
	AEU U	2			nil		
	Select	2	CPD		15,000	375	375
	Al Khawarizmi	2			14,750	369	369
Facilities Management							
ADEC Procedures	ADEC						
Keyboard test	Pearson					130	130
Core skills	British Institute of Facilities Management	2 + 2, 3 + 3	Online learning package - getting started in facilities management ILM Award in Facilities Management	British Institute of Facilities Management	226,615	1,133	1,498
Soft skills	ADU		5		45,000	450	450
	Select		2	CPD	15,000	375	375
	AUE U	z			z		z
	Al Khawarizimi	2			14750	370	370
Learning Resource Centre							

ADEC procedures	ADEC							
English language	Pearson						40	40
Keyboarding skill test							130	130
Core skills	CfBT School Library Association	8				(Gp 1) 126,400	(Gp 1) 790	(Gp 1) 950
						(Gp 2) 488,000	(Gp 2) 700	(Gp 2) 860
					School Library Association			
	Tribal	5 + 3 + 2				93,366	1,167	1,167
Soft skills	Select AEU U	2	CPD			15,000	375	375
	Al Khawarizimi					z		z
						z		z
Social Worker								
ADEC Procedures	ADEC							
Keyboard skills test							130	130
Core skills	Tribal	5 + 3 + 2			International Federation of Social Workers	158,796	794	1,003
	National Association of Social Workers in Education and National Children's Bureau UK	5 + 3 + 2			z	z	z	z
Student Career Counsellor								
ADEC procedures	ADEC							
keyboard skills test							130	130

B Business Solutions	5 + 2 + 2	ILM Endorsed Award	Institute of Leadership and Management	(Gp 1) 106,720 (Gp 2) 77,280	(Gp 1) 667 (Gp 2) 483	(Gp 1) 667 (Gp 2) 483
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Classroom assistant						
ADEC Procedures	ADEC					
English language	Cambridge				40	40
Keyboarding skills test					130	130
Core skills	LSN, City and Guilds, Institute of Leadership and Management	5 + 3 + 2	City and Guilds Award in supporting work in schools	Institute of Leadership and Management	(Gp 1) 170,529 (Gp 2) 146,007	(Gp 1) 711 (Gp 2) 609 (Gp 2) 900
Soft skills	Pearson Select AUE U	5 + 2 + 2 2 + 2 z	CPD		805,670 30,000 z	350 375 z
	Al Kharawizimi	z			z	z
SEN Classroom assistant						
ADEC Procedures keyboarding skills test	ADEC					130
	Tribal	5 + 3 + 2			158,796	794
Core skills	Pearson	5 + 2 + 2	Edexcel level 2/3	National Association of School Teachers and Assistants	801,470	343

	Inclusive solutions	5 + 3 + 2		Alliance for Inclusive Education	207,300	1,037.00	1,327.00
			Nottingham Trent University accreditation				
	LSN, City and Guilds, Institute of Leadership and Management	20	City and Guilds level 2 Award in supporting work in school	Institute of Leadership and Management	792,795	1,982	1,670
	CfBT, Manchester University	5 + 3 + 2			126,400	(Gp 1) 790 (Gp 2) 700	(Gp 1) 950 (Gp 2) 860
			City and Guilds Level 2 in Special Education Needs CPD				
Soft skills	Select	2 + 2			30,000	375	375
	AEU U	z		z		z	z
	Al Kharawizimi	z		z		z	z
Mentoring							
		4 + 4	ILM Endorsed Award		(Gp 1)	(Gp 1) 730	(Gp 1)
	LSN, City and Guilds, Institute of Leadership and Management			Institute of Leadership and Management	175,051 (Gp 2) 152,288	(Gp 2) 635	1023 (Gp 2) 928
Core skills							
Coaching							
		4 + 4	ILM Endorsed Award		(Gp 1)	(Gp 1) 730	(Gp 1)
	LSN, City and Guilds, Institute of Leadership and Management			Institute of Leadership and Management	175,051 (Gp 2) 152,288	(Gp 2) 635	1023 (Gp 2) 928
Core skills							
LMS							

Pearsons Fronter	7,000	245,000	35
Knowledge Partner	7,000	22,500	4

Flight calculations and oncosts in AED

International flight	15000	Variable	z	Invited to tender
Hotel Daily		750		
internal travel daily		300		
Subsistence daily evening meal only		250		
		per person per day		
		1300 65 (Gp 20)		

Appendix 3 Third round interview matrix

	PD D1	PD D2	PD D3	PD D4	PD D5	CM 1	CM 2	CM 3	CM 4	T 1	T 2	T 3	T 4	T 5	T 6	T 7	P 1	P 2	P 3	PC 1	PC 2	PC 3	SD 1
Comments																							
“They (vendor) did one visit to a school for half a day and established the level of performance for principals and vice principals” (PDD 1, 5, CM 1).	1				1	1																	
“What has this professional development got to do with me?” (P 2, 3).																		1	1				
“I’m in secondary, this is for kindergarten” (T 4, P 1, 3 CM 2, 3).							1	1					1				1		1				
“I want the latest techniques in school administration” (P 3, T 5, 7)			1											1		1							
“I want a challenge” (P 3, T 2, 6, 7).											1				1	1			1				
“They are American (vendors) and they	1					1																	

don't know how things work around here" (PDD 1, CM 1),

"Some content was insensitive (to the culture)" (PDD 1, 3, T 6, 7, P 3).

1

1

1

1

1

5

"The trainers were actually quite good", (PDD 2, 4).

1

1

2

). "I learnt a lot, it was very engaging, it was very effective (professional development)" (T 1, 4, 5, 6).

1

1

1

1

4

"The vendor performance was ok" (PDD 3, 5).

1

1

2

"The vendor's delivery is not very good" (P 2, 3, T 4, 8, PC 1, 3).

1

1

1

1

1

5

"I have stopped going (to professional development)" (P 3, T 5)

1

1

2

"This is too easy" (P 2, 3, T 4, 5, PDD 1, 2, 4).

1

1

1

1

1

1

1

7

‘The principal and vice principal are bored with the professional development’ (PDD 1, 4, P 2, 3, T 2, 6, CM 4, PC 2, 3).	1	1	1	1	1	1	1	1	1	1	1	8
“Please take attendance and report to me” (SD 1).											1	1
“Attendance has really dropped off” (PDD 1, 3, 5).	1	1	1									3
“The Professional Development Department didn’t tell us the professional development was on” (P 2, 3, T 2, 3, 5, 7).					1	1	1	1	1	1		6
“The room was a mess, we cleaned it up so the professional development could happen” (PDD 3, 5).		1	1									2
“We organised all the food otherwise they (principals, vice principals and vendor) would not have had lunch”	1	1	1									3

(PDD 1, 3, 5).

“That is the best venue we’ve got”

(PDD 1, 3, 5,).

1

1

1

3

“The vendor has been asked to fix it

(professional development) but

won’t because it’s not in the contract” (PDD

1, 3).

1

1

2

“The vendor took liberties with the materials, now we are clawing back” (PDD 1).

1

1

“We are clawing back on all materials, it’s about a million (dirhams)” (PDD 1, 2).

1

1

2

“I have met the owner of the vendor company, he just wants the profit” (PDD 3, 5).

1

1

2

Further, comments like: “Their (vendor) programme is no different to what you find in the market”

1

1

1

1

1

1

1

7

“Y does not want the Professional Development Department involved in monitoring vendor performance”, (PDD 1, 2, 4)

[illegible]

Appendix 4 Narrative 1				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	TI	Social	22-02-11	
Me: How was it?				
<p>T1: The usual, it (professional development) started on time and I didn't get much chance to talk to xxxxx.</p> <p>The professional development was good I learnt a lot. I had covered most of the stuff before at uni and professional development at home, but it was effective enough... really! I know not everybody gets the same feeling of it being good but for me it is ok.</p>				Effective: I learnt a lot, it was very engaging, it was very effective (professional development)

Appendix 4 Narrative 2				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T1	Social	13-04-11	
Me: Hi, you were at professional development how was it?				
<p>T1: xxxx was at the professional development you have come across the stuff before you know... You mean some of these are packages that you can buy online... and the packages you know... I mean online training programs that you can go on the web and get... I have seen before... Same program at uni... at the same program when I was in Malaysia for the professional development... Come to think of it same programme when I was in Moscow... It's all the same nothing changes... The must be getting paid for this.</p>				Vendor provision Not unique Their (vendor) programme is no different to what you find in the market.

Appendix 4 Narrative 3				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T1	Social	27 01 11	
Me: Hi, you were at professional development how was it?				
T1: Hi yeah I just got back there were asking us about the support we get... There were enquiring about the cluster manager... Think the must be something going on... Well our cluster manager is no use... He just comes in as a wander about in then goes out again... We don't see any of his work... He goes into the principal's office... He was in the other week for quite some time... I think they were having a chat about something... Anyway I haven't seen any of the reports were supposed to see... I don't think the principal is bothered though... off track				Cluster manager just comes in and has a wander about and then leaves

Appendix 4 Narrative 4				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T2	Social	06 02 11	
Me: Hi, how was it?				
T2: I am really cheesed off... It's not that it's bad... it's just that I feel I could do more... You know if I could get something new it would be a challenge for me... It would maybe give me hints... about what to do... with my students... why can't they (vendor) challenge my thinking and open discussion... Apart from that ... my group was working away on their marking and were pretty... off track				Challenge 'I want a challenge.'

Appendix 4 Narrative 5				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T2	Social	19-05-11	
Me: Hi, you were at professional development, how was it?				
T2 Hi... Well that takes the biscuit... No biggie told us about professional development... Nobody knew it was on... Half the people were there... Half the people weren't there... Usual screw up... Not sure who this time... But the Professional Development Department didn't tell us the professional development was on... We missed it... Not that it's a big loss... But we would have an afternoon off work... off track				The Professional Development Department didn't tell us the professional development was on

Appendix 4 Narrative 6				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T2	Social	08-12-10	
Me: Hi, you were at professional development, how was it?				
T2: I asked xxxx what I was supposed to do with the new curriculum... he just said ask your principal she knows what's happening... I mean... what is he supposed to do... he should know what's going on... He is just ineffective... We would be better off with someone who can do the job well... instead of all this hiving off to someone else...				Cluster manager ineffective

Appendix 4 Narrative 7				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T3	Social	20-04-11	
Me: Hi, you were at professional development, how was it?				
T3: Hi just came back from PD department... It's a cock-up... Somebody forgot to notify us that the PD was on... One is blaming the other... It's just really frustrating... On top of that I don't get much out of it...				No notification about professional development

Appendix 4 Narrative 8				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T3	Social	28-04-11	
Me: Hi, you were at professional development, how was it?				
T3: I just got back... It was okay it wasn't too bad... The material seems to be a little bit old hat... It's what you would get anywhere... Nothing new... I covered all this at the University... When I was doing some research before, I could see same stuff there on the internet... It's not any different... Some of it looks quite similar actually...				Programme is no different to what you find in the market

Appendix 4 Narrative 9				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T3	Social	12-04-11	
Me: Hi, you were at professional development, how was it?				
T3: xxxx was here again... We just finished the professional development... I was discussing a worksheet with xxxx and xxxx came around... He didn't even approach us... Just walked by and went to the principal's office... He was in there for ages... Probably having tea... I thought he was supposed to give us PD but I haven't seen anything from him... He doesn't really help us as teachers... Maybe he's helping the principal				Cluster manager just has tea when he comes

Appendix 4 Narrative 10				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T4	Social	22-02-11	
Me: Hi, you were at professional development, how was it?				
T4: It was okay... only thing was... it was more for KG talking about decorating the classroom... training in what you want Arabic... English... promoting the bilateral programme... that's what they've introduced in KG... but I am teaching secondary... we haven't got the new school model year... we don't do any of this... so I don't know how it's supposed to be relevant to me... my kids don't need to decorate the classroom...				Training is for KG not secondary

Appendix 4 Narrative 11				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T4	Social	22-02-11	
Me: Hi, you were at professional development, how was it?				
T4: Hi there, it was good this time... There was a new trainer... She was very good... I learnt a lot actually... She was talking about techniques for children centred learning... They were quite effective... I am going to try it actually... She showed us some techniques that were really good... I was involved in learning... I was quite engrossed actually				I learnt a lot, it was very engaging, it was very effective

Appendix 4 Narrative 12				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T4	Social	18-04-11	
Me: Hi, you were at professional development, how was it?				
T4: Last time I went I had a great trainer last time... This time the trainer was not good at all... I think it's a case of who you get makes a difference to what you get... I think everybody else thought that the trainer was quite bad... Maybe they'll get the message and will get new trainers... or the last trainer... They were good... It's a bit like hit or miss who you get... It just didn't do anything for me...				Vendor's delivery is not very good

Appendix 4 Narrative 13				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T4	Social	23-02-11	
Me: Hi, you were at professional development, how was it?				
T4: We got all these handouts... Nothing on them... Then some pages with clouds on them... Where are we are supposed to put our comments in... It's really juvenile... Like really, really, really easy... Actually it's quite demeaning...				too easy

Appendix 4 Narrative 14				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T4	Social	22-03-11	
Me: Hi, you were at professional development, how was it?				
T4: last time I went we got these stupid worksheets... This time we get same old, same old... Stuff you get in any PD session... There's nothing new... Nothing different... In fact when I was in Kazakhstan... We got much the same training... I think it's just general it on the market... Have definitely come across all this before...				Programme is no different to what you find in the market

Appendix 4 Narrative 15				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	07 02 11	
Me: Hi, you were at professional development, how was it?				
T5: Well... I was expecting an awful lot more from PD than what I got... I didn't expect to get the same stuff, I expected to get new things... Stuff that I hadn't seen before... Techniques that are new like flipped classroom or gamification... Just latest techniques that's all I'm looking for...				Latest techniques

Appendix 4 Narrative 16				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	28-04-11	
Me: Hi, you were at professional development, how was it?				
T5: This time it was completely different... I got new trainer... She was really good... Knew her stuff... I learnt a lot... Very switched on... She said she'd flown in from New York to give us this training... We need more of the same she was great... Very effective... It's worth going to when you get someone like her...				I learnt a lot, it was very engaging, it was very effective

Appendix 4 Narrative 17				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	23-05-11	
Me: Hi, you were at professional development, how was it?				
T5: I got the other trainer... The old one the one that was here before... She is just not good compared to the other one... It was just too easy... If I am not scheduled for the other one... then I just don't see the point in going... I don't get anything new from her... It's all old hat... But the other one definitely knows her stuff... she's good...				Too easy

Appendix 4 Narrative 18				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	06-06-11	
Me: Hi, you were at professional development, how was it?				
T5: I didn't go actually... I didn't see the point... It was the other trainer... The one that gives stuff that is to... Well you know... Not what we need... Wrong level of content... If it had been the other one I would have gone... But I stopped going when I get the old one...				I have stopped going (to professional development)".

Appendix 4 Narrative 19				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	23-05-11	
Me: Hi, you were at professional development, how was it?				
T5: Well... I didn't need to make a decision... About whether I was going or not... PD forgot to inform everyone... Some people thought it was on, some people thought it was off... Everybody's confused... But I used it as an excuse... I didn't go... So they ask me... I just tell them nobody informed me...				Didn't tell that professional development was on

Appendix 4 Narrative 20				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T5	Social	08-12-11	
Me: Hi, you were at professional development, how was it?				
T5: Yes I was there... _____ was there... Didn't talk with anybody... Was just at the back... Stood with his arms folded... Watched what was going on... And left... No nothing				Cluster manager does not have any interaction

Appendix 4 Narrative 21				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T6	Social	09-12-10	
Me: Hi, you were at professional development, how was it?				
T6: Yeah the PD was fine... I mean... The work was good materials were good... It wasn't very challenging though... It could have done with a bit more new material... Even theories would have been fine				Want challenge

Appendix 4 Narrative 22				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T6	Social	10-02-11	
Me: Hi, you were at professional development, how was it?				
T6: You know they were handing out work sheets... And you could see on the faces of some of them... They weren't happy... they were looking at each other... And they were pointing it out... You could tell they were not happy... I don't think it was appropriate anyway that they should be showing that... For this culture it just was insensitive... It should have been cleansed before it went out... I thought the materials would all have been checked before it went out... It was a bit of a situation				Some content was insensitive

Appendix 4 Narrative 23				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T6	Social	19 04 11	
Me: Hi, you were at professional development, how was it?				
T6: We got this new lady... She's much better than the last one... She was spot on with some of the training... I mean you could learn a lot from this one... I was totally engaged in everything she was doing... I loved the bit she did about the learner reaction... That was new for me... That technique is very effective... Or at least I think it was very effective.				I learnt new things effective engaging

Appendix 4 Narrative 24				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T6	Social	01-05-11	
Me: Hi, you were at professional development, how was it?				
T6: I was looking over at my principal... She was sitting with the other principals... I think there was a vice principal as well... I didn't understand what they were saying but you could tell they were not happy... It's going to get back to the top boys... The look on their faces was total disinterest... I think they may complain...				The principal and vice principals are not interested

Appendix 4 Narrative 25				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T7	Social	08 01 11	
Me: Hi, you were at professional development, how was it?				
T7: It was okay... But worn and tired content... I would have preferred to have seen new or the latest techniques... I was in Doha and I remember this teacher, a Qatari doing what she called a pillowcase talk... She showed all these things that were in a pillowcase... And just talked... But when she was talking, she was showing all these things like she would pull something out of the pillowcase and then demonstrate how you used it as she was talking... That was really effective that was latest techniques and it was easy and I'd like to see something like that over here... Something new				Latest techniques

Appendix 4 Narrative 26				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T7	Social	27-04-11	
Me: Hi, you were at professional development, how was it?				
T7: Was there the other day and the work was quite simple... we actually finished quite quickly so did everybody else... Well some of the others didn't even do it... I think there were struggling to write something down in English.... But we were sitting watching them all... Most of the Westerners found it really easy but some of the Arabs were struggling... I want something a bit more challenging... Maybe for the Arabs this is their level... Maybe it's new for them because they haven't had teacher training before... So I suppose it has to be a balance between those that have had and those that haven't had the training so that everybody is on the same par... Personally I would have wanted more.				Want a challenge

Appendix 4 Narrative 27				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T7	Social	12 03 11	
Me: Hi, you were at professional development, how was it?				
T7: Yeah everything is okay... Can you pass on the message to xxxx that some of the content of the materials is not right you can't show that here... It's a bit insensitive to show that... It's inappropriate for this culture... Will you pass that message on?				Insensitive to the culture

Appendix 4 Narrative 28				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	T7	Social	25-06-11	
Me: Hi, you were at professional development, how was it?				
T7: Well I would have gone if they had told me... but nobody told me... I heard it went on as well... Why can't they get their act together and just get this organised properly... I mean some people want to get professional development because they want to learn... Some of the others want to do it because it will keep the licence up in their own country... But if you don't tell us we will not be able to go... Especially the Arab teachers they really need this...				No notification

Appendix 4 Narrative 29				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	06-09-10	
Me: Hi, what have you heard lately about professional development?				
PDD1: I took the PD company around the school today, looking around and talking to the principal... It was about deciding what would you get for training... She (principal) showed her the curriculum, and they were discussing it. Then she went over to some of the materials that were on the table and some of the charts on the wall and looked at some of the students work. They spent quite a bit of time doing that and talking for about 20 minutes. After that I thought they seemed satisfied.				No training needs' analyses

Appendix 4 Narrative 30				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	10-04-10	
Me: Hi, how was it?				
PDD1: Yeah just got back, the trainers don't know how to deal in this region... They're a bit brash for these parts, everything here's definitely a lot calmer, they are so loud... a bit flashy... That's not the way that it's done here.				Don't know local ways

Appendix 4 Narrative 31				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	10-05-11	
Me: Hi, well how was it?				
PDD1: We had a couple complaints from some of the people attending. They weren't happy with the materials. I had a look at them and they pointed out to me the bits that shouldn't be there. We should have seen all this material before it went out. This is something that we should really be aware of because if we allow materials like this to go out we're going to get complaints. Can I suggest you bring this up with xxxx maybe even arrange a meeting so we can discuss it... They may not be aware that it's insensitive. Can we check that out with them? Also it would be a good idea to check with the upcoming up so we don't have a repeat of it again.				Insensitive to culture

Appendix 4 Narrative 32				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Social	17-11-10	
Me Hi, what happened back there?				
PDD1: I had three principals in here today complaining about the level of the professional development. They are complaining that the books, worksheets and the delivery of professional development is not up to expectation. The main complaint was that the worksheets were too easy and were too simplistic. As a result, they didn't feel that they were progressing, they didn't feel that there was any value in what they were doing and have so much work to do in schools they would have preferred to stay in school and complete their work. We need to look at the materials and make a judgement about whether too easy or not. If we think it's too easy we have to approach the vendor and asked them to rework the worksheets.				Too easy

Appendix 4 Narrative 33				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	18-11-10	
Me: Hi, what can we do?				
PDD1: I was talking to xxxx and we really need to do something about this professional development. They really are not happy with it because it is too simple and it's too boring. We need to let the vendor know that the professional development's got to be engaging, it's got to be interesting otherwise people will not attend. We need to address this situation so that we've got one interesting materials and delivery.				Bored with the professional development.

Appendix 4 Narrative 34				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	23-03-11	
Me: Hi, what have you heard lately about professional development?				
PDD1: I was speaking to xxxx and the attendances dropped off again. This is the second month in a row that attendance has been down and we need to monitor this in order to see if there is a root cause for them not coming. I think some of the complaints about the training being far too easy and the messy room might hold some value. However, we need to find out why there is such a big drop-off in attendance.				Attendance dropped off

Appendix 4 Narrative 35				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	04-05-11	
Me: Hi, what is happening now?				
PDD1: I was down to inspect the room again today. It was very messy we had to clean it up a bit and xxxx told me that the food hadn't been ordered. It's breakdowns like this because the staff dissatisfaction. We have to be more careful about how we organise, what we organise and who is organising so that we don't attract complaints. We organised all the food otherwise they (principals, vice principals and vendor) would not have had lunch. For the next session, we make sure all this is organised and we don't have the same situation again.				No food

Appendix 4 Narrative 36				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	26-02-11	
Me: Hi, what have you heard?				
PDD1: I was down at the training venue and didn't think it was that suitable. Do we have any alternatives because the Vendor's been saying they don't like the venue. Can someone check it out and see if we can get an auditorium or at least a gym so that we can change the venue?				That is the best venue we've got

Appendix 4 Narrative 37				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Social	23-03-11	
Me: Hi, what do you think?				
PDD1: Look there's quite a lot wrong with this professional development. I know that xxxx wants to see some changes. We discussed it and it appears that the professional development for the principals and vice principals is not what's needed so we need to change. The vendor is calling it repurposing and I presume that's an Americanism for change the content. xxxx was a bit concerned because it wasn't in the signed contract and it would mean more work, and more preparation, in areas that hadn't been agreed. So they were not very keen to do the changes. In fact he said they would not do the changes. I'm going to discuss it with xxxx again to see we are going to go about it now.				Vendor has been asked to fix it but not in the contract

Appendix 4 Narrative 38				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	16-05-11	
Me: Hi, what have you heard lately?				
PDD1: xxxx has done an extensive review of all the materials and from what we can see there are some pages with lines to write on and they are claiming 1500 dirhams for each page and some pages have got very little on them. We have decided to claw back the money on the pages that have no value, no constructive input. This will be done over the next week and we will review again this time next week.				Clawing back money from the Vendor

Appendix 4 Narrative 39				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	18-04-11	
Me: Hi,?				
PDD1: We have had some comments from some of the principals that have been unhappy with professional development programme sessions. xxxx has looked into it for me and it looks like the programs and materials are pretty standard. I would not say conclusively that they had been tailored for our market, but I think there's a valid comment that it doesn't seem to have been developed as a bespoke programme. Some of the people commenting said they had received the same kind of PD when they were working in other countries around the world. So it's a situation I'm going to have to deal with and I will approach the vendor and just ask for their comments on this. We can discuss it again this time next week.				Programme no different to what you find in the market

Appendix 4 Narrative 40				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	06-06-11	
Me: What is the update?				
PDD1: Thank you xxxx for your hard work. There is now proven that there was an over expenditure in the materials provided by the vendor. xxxx has the work done, it totals to over 1 million dirhams, and we're going to start negotiating with the vendor to reclaim the money. xxxx has the evidence, and other very profit orientated, but we had no value from this material .				Clawing back about a million dirhams.

Appendix 4 Narrative 41				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD1	Work	07-11-10	
Me: Hi, what next?				
PDD1: I have discussed with xxxx to involve the professional development department in monitoring the performance. xxxx is not keen to see that happen because the cluster managers are looking at the impact of the professional development in the school environment. xxxx says it would be conflicting and confusing for two sets of monitoring to go ahead. What they did agree was that the Professional Development, in the training situation, could be monitored by the Professional Development Department because they did not think that it would cause a conflict of interest. I suspect there's another agenda there.				xxxx does not want involved in monitoring Vendor performance

Appendix 4 Narrative 42				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD2	Social	06-02-11	
Me: Hi, what is happening with professional development now?				
PDD2: I can report that I was down the professional development session. The training was going very well. I thought the trainers were actually quite good. The delivery was good. They were engaging staff. At times I thought there was a loss of momentum, but not so much to slow the pace down, more it was just a lapse of concentration on the part of the trainer. When she was back on form it was going very smoothly. I would say that the trainer was actually quite good. If I was paying for it I wouldn't have any objections to the quality of the training. I did hear from others that this wasn't always the case. But all I can see in this case was the training was actually quite good.				Trainers were actually quite good

Appendix 4 Narrative 43				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD2	Social	13-02-11	
Me: Hi, what have you heard lately about professional development?				
PDD2: I was down speaking to xxxx, it's clear he does not want us anywhere near the professional development that's because we'll be looking at what they're doing, and we know they are not doing the job right. In which case, their role in all this, will be looked at closely, and I think questions will be coming up about what they're actually doing. If we are involved officially in monitoring, reports might show that there value in the system is negligible. I don't think they want us to even have the chance to come up with any of the reports that would suggest that.				Professional Development Department not involved in monitoring vendor performance

Appendix 4 Narrative 44				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD2	Social	02-05-11	
Me: Hi, what have you heard lately about professional development?				
PDD2: The materials are so simple, and some pages that only lines, that about 50 of those... and each one costs 1500 dirhams. There are others as well... with just clouds on that you've to write in... again money for nothing... So if you add it all up I think the claw back is justified. All I can say is that the Vendor's really took us to town on this one.				Clawing back money

Appendix 4 Narrative 45				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD2	Work	25-04-11	
Me: Hi, what have you heard lately about professional development?				
PDD2: I had a look at the professional development materials. For me, the materials definitely were too easy. Materials were not up to professional standard that I would expect from a big international vendor. When I look at some of it, it's like a child's drawing book, the work is very spaced out, with little information on each page. So when it stretched over five or six pages, the impact of the content is lost. In my judgement, the materials need to be revisited and a more professional set of materials needs to be presented again for approval before it goes out. This would allow us to cleanse material so that we are confident the materials up to standard. This is something we need to address with the vendor, can we ask to improve the materials?				Too easy

Appendix 4 Narrative 46				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Social	20-02-11	
Me: Hi, what have you heard lately about professional development?				
PDD3: I have looked at the content of the professional development. I don't think there's anything that shows that the latest techniques are being used. If you want to improve schools we have got to have new techniques, different techniques, techniques that actually work. If we don't nothing's going to change. Can we raise that at the meeting that we want the latest techniques. If the vendor is open to changing the materials it would be a good idea sort it now.				Latest techniques in schools

Appendix 4 Narrative 47				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	27-04-11	
Me: Hi, what have you heard lately about professional development?				
PDD3: I just come back from looking at the materials... The ones pointed out by the last group... I can see what they're saying now... It is clear that some of the content of the materials is insensitive. I think it's valid... So what I would suggest is we point it out to the vendor and ask them to remove it as soon as possible. And to review anything else they've got... And ask them to remove it as well... The only problem is the might not know what's insensitive... So maybe we can have to work through this with them... I will raise this at next meeting.				Insensitive material

Appendix 4 Narrative 48				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Social	27-04-11	
Me: Hi, what have you heard lately?				
PDD3: I went down to see the professional development, from what I saw, it was okay... I wouldn't complain too much about it... I think it was doing what it was supposed to do... they were getting the material across... whether people were understanding or not that's a different thing... I don't think what I saw was the best in the world... But then again I don't think it was the worst... I think I could say it's just okay... average... passable. But if they could improve then it would be a much better story.				Vendor performance was okay

Appendix 4 Narrative 49				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	23-03-11	
Me: Yes?				
PDD3: Have you had a chance to look at the attendance for the last professional development? It has really dropped off, obviously they don't like the training for some reason. The drop is the second month in a row and I think we need to investigate what's going on. If you can find out the root cause we might be able to determine why they don't want to attend.				Attendance dropped off

Appendix 4 Narrative 50				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Social	03-05-11	
Me: Hi, what have you heard?				
PDD 3: The last time I was down there the room was untidy, but this time the room was just really messy. There was leftover food lying around that hadn't been cleaned since the last time. We can't allow training to go on in this facility without making sure it's clean and tidy for the next group. I know we are giving them food at lunchtime but food shouldn't come into the training room be then. I think we need to develop some rules for where the can eat the food.				Training room was messy

Appendix 4 Narrative 51				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	04-05-11	
Me: Hi, what is happening now?				
PDD3: I went down just before 10 am and I asked xxxx what the arrangements were for food. xxxx said they were not responsible for the food. I asked xxxx and they said they weren't responsible for the food. I then phoned xxxx and they said just go ahead and order lunch. If it wasn't for us there would have been no food for the principals and vice principals. We cannot have this again it needs to be a bit more organised.				We organised all the food otherwise no lunch

Appendix 4 Narrative 52				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Social	06-03-11	
Me: Hi, what have you heard?				
PDD3: I had a chat with xxxx and they have said that this is the best venue we've got. It's not really ideal, the vendors have spoken to me about it, and unfortunately this is the best we've got. The vendors have complained about this for the last three months but unfortunately this is the best we can do.				The best venue we have

Appendix 4 Narrative 53				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	28-11-10	
Me: Hi, what have you heard lately about professional development?				
PDD3: Since my visit from the owner of the vendor company, I've had a look closer at his programme. I compared it to the other two vender's programmes and find that it's quite similar. I then looked on the Internet and compared it to some of the programs that were available there. I looked at xxxx's company programme. I prefer xxxx's programme, better structured, better unit titles, it just looks much better. What I can see from the vendor's programme, it's not too different to some information that is on the internet. I think the provision is already on the market.				Programme no different to the market

Appendix 4 Narrative 54				
All names have been changed for anonymity				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	22-05-11	
Me: Hi, what have you heard lately about professional development?				
PDD3: Yesterday xxxx from the vendor company came to see me, really aggressive. He wanted to talk about the new contract for next year. I tried to be a little bit reticent with him, but he was insistent. He was demanding what the contract consisted of a wanted some inside information so he could put good proposal together. The way he was talking he couldn't care less about the professional development, he just wants the contract he's after profit. He is purely profit driven, and quite aggressive about it.				Only profit for the vendor

Appendix 4 Narrative 55				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD3	Work	07-02-11	
Me: Hi, what have you heard lately about professional development?				
PDD3: The professional development is just not working for some of the attendees. We need to look at giving them some new modules and material to satisfy their need for new material. The vendor has been asked to fix professional development, but won't because it's not in the contract. We have a situation here where we need to try and negotiate and see what we can come up with. I think we should meet with the vendor and see if we can change content of the professional development to make it more related to what our staff need. I know it's not the contract but whether providing is just not working so we need to fix it. Let's see if they will accept.				Fixing contract provision

Appendix 4 Narrative 56				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD4	Work	10-04-11	
Me: Hi, what have you heard lately about professional development?				
PDD4: I was at training and I thought the trainers were quite good. Maybe we can get better but all in all, they were quite good. I don't think we can complain too much to the vendor's trainers.				Trainers were quite good".

Appendix 4 Narrative 57				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD4	Work	26-02-11	
Me: Hi, what have you heard lately about professional development?				
PDD4: I've had a look at the materials. I think the relatively simple but definitely too easy for our principals and vice principals. The problem is that are all printed now and in circulation. This makes it difficult to retrieve the situation. I think we have to raise a further, but I'm not sure what we can do about it now.				Too easy

Appendix 4 Narrative 58				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD4	Social	07-03-11	
Me: Hi, what have you heard lately about professional development?				
PDD4: I have had more complaints again. The principals and vice principals are disinterested and bored with the training. Apart from the training materials being too easy the delivery. It's the delivery method they are not happy with. This is a similar situation to what I heard last week. I think we need to relook at what we've got and try and change it to be more effective.				Bored with the professional development

Appendix 4 Narrative 59				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD4	Work	30-12-10	
Me: Hi, what have you heard lately about professional development?				
PDD4: I spoke to one of the cluster managers he does not want the Professional Development Department involved in monitoring vendor performance... He was quite insistent that this wasn't necessary... I think the concerned about too many people being involved in the process. But also I don't think they want us to be monitoring the cluster managers. This is a decision for the seniors to take. We will just wait and see what they're going suggest.				No involvement in monitoring

Appendix 4 Narrative 60				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Social	28-11-10	
Me: Hi, what have you heard lately about professional development?				
PDD5: The vendor did one visit to a school for half a day and established the level of performance for principals and vice principals. I don't think that it was sufficient to determine what was required. We have a lot of different staff, all at different levels, from different countries with different techniques. I think we need to have professional development that standardises the practice. The idea being that all teachers are teaching to the same standard.				No training needs' analysis completed

Appendix 4 Narrative 61				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Work	06-12-10	
Me: Hi, what have you heard lately about professional development?				
PDD5: I was down at the training and I think the vendor's performance is fine there is not too much bad with it, in fact I think the vendor performance was ok.				Vendor performance okay

Appendix 4 Narrative 62				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Work	24-03-11	
Me: Hi, what have you heard lately about professional development?				
PDD5: The attendance is really dropping off now, it's obvious that they really don't enjoy it. I think your idea of repurposing is definitely the answer. We need to look at the new units to see what's most appropriate for them.				Attendance dropped off

Appendix 4 Narrative 63				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Workl	04-05-11	
Me: Hi, what have you heard lately about professional development?				
PDD5: it's just as well that they phoned to find out what was happening with the food... If it wasn't for that phone call he would have been no food at all. We organised all the food otherwise they principals, vice principals and vendor would not have had lunch. We need to get ourselves organised next time we need to have an allocation of who is going order the food so that we can have everything running smoothly. We cannot be in a position where we give staff a chance to complain.				Organised the food

Appendix 4 Narrative 64				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Work	05-05-11	
Me: Hi, what have you heard lately about professional development?				
PDD5: I don't know who is responsible for the room down at the training centre but again it was a mess. We cannot have people attending training and having to sit in food that was there three weeks ago. The room was a mess, we cleaned it up so the professional development could happen.				Room not clean

Appendix 4 Narrative 65				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Work	06-04-11	
Me: Hi, what about it?				
PDD5: I spoke to xxxx about changing the venue. I was told that is the best venue we've got, so we just have to use it again on with it.				Best venue available

Appendix 4 Narrative 66				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Work	31-05-11	
Me: Hi, what have you heard lately about professional development?				
PDD5: Did you see that the owner was in yesterday looking to see who was preparing next year's contracts for professional development. I met the owner of the Vendor company, and spoke to him, it's clear he wants the contract. He has a high drive for profit. He just wants the profit.				Vendor company profit orientated

Appendix 4 Narrative 67				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PDD5	Social	05-12-10	
Me: Hi, what have you heard lately about professional development?				
PDD5: I was out at school. The cluster manager was there. He was only there for about 10 minutes he came in, then left. He didn't stay for much time at all. I don't know what he was doing. But it was over and done with really quickly.				Cluster manager ineffective

Appendix 4 Narrative 68				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM1	Work	20-09-10	
Me: Hi, what have you heard lately about professional development?				
CM1: The vendor did one visit to a school for half a day and established the level of performance for principals and vice principals. I don't think that's sufficient but that's what we got.				Half a day training needs' analysis

Appendix 4 Narrative 69				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM1	Work	14 -10-10	
Me: Hi, what is happening with professional development now?				
CM1: I've spoken to the vendor and two of the trainers. As far as I can establish they haven't worked in the Middle East before so that not really aware of what goes on here. There a little bit of thinking that if it works in America it works here.				American vendors not aware of local requirements

Appendix 4 Narrative 70				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM1	Social	23-10-10	
Me: Hi, what is happening with professional development now?				
CM1: I've been looking at the performance and the programme. From what I can see it's a standard programme that they use when they go abroad. I think this is just the normal programme I don't think there has been anything customised for here.				Vendor program found in the market

Appendix 4 Narrative 71				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM2	Work	29-10-10	
Me: Hi, what is happening with professional development now?				
CM2: This training is more suitable for KG in cycle one. But only cycle one year one or two but certainly not for secondary. The training is just not suitable for my school, I don't think they can get much out of it. The principal and vice principal have told me that it's not suitable. I am not happy with the situation so spoke to xxxxx and up until they're working on it.				Not suitable for secondary

Appendix 4 Narrative 72				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM3	Social	22-10-10	
Me: Hi, what is happening with professional development now?				
CM3: I think the content of the professional development is fine for KG and cycle one. My school cycle three and this PD is not suitable for them. It's absolutely essential that we change this, it's wasting everybody's time, and the principals cannot improve unless they get appropriate professional development. In my view this is quite an urgent requirement.				Not suitable for secondary

Appendix 4 Narrative 73				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	CM4	Social	29-09-10	
Me: Hi, what is happening with professional development now?				
CM4: I can also say that the principals and vice principals are not happy with the professional development. They are telling me they are not engaged, they are not learning, and had similar training at university. I can understand why they are not happy with the provision. It is not suitable for principals in my schools. I hope things will change shortly.				Professional development not engaging

Appendix 4 Narrative 74				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P1	Social	14-02-11	
Me: Hi, you attended professional development, how was it?				
P1: I have principals complaining to me because they are secondary principals and a lot of what's been given to them is for primary school or even KG. Some of them have told me they are not going to attend again. I think they're just waiting for something to happen. They do not want to continue along this line. So I think most them are just not going to attend.				Professional development not suitable for secondary

Appendix 4 Narrative 75				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P1	Social	09-12-10	
Me: Hi, you attended professional development, how was it?				
P1: Hi... xxxx was here again... He dropped off these reports... I read them but there's nothing in them... Just some material... Half of the information I gave him anyway... There's very little new information in there... Comes in... has a cuppa tea... Visits a class... Has a look... Then offski... off track				Cluster manager walked down the corridor

Appendix 4 Narrative 76				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	18-02-11	
Me: Hi, you attended professional development, how was it?				
P2: I have attended the last three sessions and I don't see the relevance of this professional development for me. I spoke to one of the trainers because I wanted her to know that I wasn't happy. She said she was only following instructions that was what she had been asked to do. It was the programme given to her by xxxx. So what I can tell from this is that the programme supplied by the vendor, is not suitable for most of the principals. Some of the Arabic principals are having difficulty understanding due to the lack of English language. A bit of a challenge for them. But the main thing is that I don't think is relevant to us in our situation.				Professional development is not relevant

Appendix 4 Narrative 77				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	20-02-11	
Me: Hi, you attended professional development, how was it?				
P2: I've spoken to xxxx in the professional development department. I don't think they're in a position to change anything. But I have reported that the vendor's delivery is not very good. I don't know what she can do about it, maybe I should be speaking to xxxx but I can assure you it's not very good. It definitely needs changed.				Vendor provision not good

The better y given me after that report from you.

Appendix 4 Narrative 78				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	21-02-11	
Me: Hi, you attended professional development, how was it?				
P2: The materials they giving us as far too easy. There are clouds you have to write in and they give you lines to write on. I know the subject is the curriculum for KG, but I don't think we should be treated as like KG. I really feel insulted at the level of the content. Certainly the worksheets are just totally inappropriate.				Too easy

Appendix 4 Narrative 79				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	09-02-11	
Me: Hi, you attended professional development, how was it?				
P2: As a principal, I am not happy that I have to endure, and I say endure, this type of professional development. I am not learning an awful lot from it, and I don't see the point of continuing to attend. I think they need to make it a little bit more interesting so that it's worthwhile attending.				Provision not interesting

Appendix 4 Narrative 80				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	10- 05-11	
Me: Hi, you attended professional development, how was it?				
P2: I wasn't informed that the professional development was cancelled. I later found out it wasn't cancelled it was just that someone had forgotten to inform us about it. I think this is happened already.				The notification of professional development

Appendix 4 Narrative 81				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P2	Social	06-02-11	
Me: Hi, you attended professional development, how was it?				
P2: Found the vendor program quite standard programme, I don't think it's any different to what we get before. Certainly, I've had similar provision before at home.				Vendor programme standard

Appendix 4 Narrative 82				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	10-02-11	
Me: Hi, you attended professional development, how was it?				
P3: I've been attending all the sessions but what has this professional development got to do with me? I just don't see the relevance. Last year we got something similar, the content was much the same. I think there is a rethink of what we need to be provided with. I know other principals are just not happy.				Professional development not relevant

Appendix 4 Narrative 83				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	09-03-11	
Me: Hi, you attended professional development, how was it?				
P3: The professional development is not really helpful for me, I'm in secondary, this is for kindergarten. Unless the can change it, I don't see any value in going back.				Inappropriate level of professional development

Appendix 4 Narrative 84				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	29-12-10	
Me: Hi, you attended professional development, how was it?				
P3: I asked for the professional development to be changed because I am in secondary it's not challenging me. I want to learn, I want to attend, but I also want a challenge. It really needs to ramp up the content so that we can learn something new.				Want challenge

Appendix 4 Narrative 85				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	27-04-11	
Me: Hi, you attended professional development, how was it?				
P3: You know I try to be patient, try to be understanding, so I can see everybody's point of view. I do not see how these vendors can come into this country and not know the local religious and cultural requirements. So going to select vendors they should at least know what to expect when they come to the Middle East. Some of the materials of insensitive, the need to be changed immediately.				Insensitive content

Appendix 4 Narrative 86				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	15-02-11	
Me: Hi, you attended professional development, how was it?				
P3: Boring				Bored

Appendix 4 Narrative 87				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	08-12-10	
Me: Hi, you attended professional development, how was it?				
P3: I'm serious the vendor provision is not good. The vendor's delivery is not very good. I get really frustrated when we go there and then we just don't get quality. I expect much better from an American company. I don't know if the trainers are qualified, but we need added value.				Delivery not very good

Appendix 4 Narrative 88				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	23-02-11	
Me: Hi, you attended professional development, how was it?				
P3: The last time they gave us the handouts... and that blue and white exercise to do... That was the end of it... I'm not go back again... I didn't go to the last one... I am not going to the next one... unless I have to				Stopped attending

Appendix 4 Narrative 89				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	08-03-11	
Me: Hi, you attended professional development, how was it?				
P3: Well you want to have seen the handouts... OMG... All I needed was colouring pens... And I could have sat and coloured it in... Very babyish... I don't think I'll go back... I'm not really getting much out of it... I know that xxxx didn't go the other week... Nobody said anything to her... And she didn't lose a days pay... So they are not really bothered if you go or not				Too easy

Appendix 4 Narrative 90				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	13-02-11	
Me: You would at professional development how was?				
P3: They did not tell us that was on... so we missed it... I phoned the head office... Nobody would answered the phone... Couldn't get hold of the coordinator... So I've no idea why we didn't get notified... Some of the staff missed out as well... So they didn't get what they should have got... I'm going try and speak to xxxxx and maybe they'll be able to tell me what happened... Also we don't know when the next one will be... Maybe were supposed to be mind readers... Anyway... The Professional Development Department didn't tell us the professional development was on... Anyway it's boring some are not missing anything				No notification

Appendix 4 Narrative 91				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	P3	Social	07- 12-10	
Me: You were at professional development how was at?				
P3: Hi xxxx is not very helpful... I don't know what he supposed to do... But whatever it is he doesn't do it... Have spoken to xxxx about it... But they did see its xxxx responsibility to follow up on anything that... xxxx does. Are aware of it at Head Office?... Do they know the kind of service they are getting from xxxx... It's shocking in the extreme that he can get away with so little... off track				Cluster manager visits but does nothing

Appendix 4 Narrative 92				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC1	Social	22-02-11	
Me: You were at professional development how was it?				
PC1 it's not very good... I don't have a very good trainer ... The one with the blonde hair... The small one... Her delivery is not very good... Quite flat... It's just her way of delivery... She never smiles... She's quite depressing... off track				Delivery not good

Appendix 4 Narrative 93				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC1	Social	08-12-10	
Me: You were at professional development how was it?				
PC1: I didn't enjoy this time. At the professional development was not interesting. Additionally, the cluster manager was at the back and had his arms crossed, he was there for about 10 minutes, and left.				Cluster manager walks around

Appendix 4 Narrative 94				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC2	Social	08-02-11	
Me: You were at professional development how was it?				
PC2: Pretty boring... I don't think I'll go back it's really quite boring... It's just a waste of time... Could be doing reports... I've got that eSIS to do... It's all to be loaded by next Monday... I don't get any help from xxxx he just walks around... Looking for a cup of tea... off track				Bored

Appendix 4 Narrative 95				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC2	Social	05-04-11	
Me: You were at professional development how was it?				
PC2: I was down at the professional development training down the room... There's quite a few of us... Room smelt of old food... The need to do something about that room... I saw xxxx he was wandering around... Probably wasting a day... It's daylight robbery... That they can get away with so little work being done... And getting paid for it... It's a nice number if you can get it... off track				My cluster manager wandering around

Appendix 4 Narrative 96				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC3	Social	14-12-10	
Me: Were you at professional development, how was it?				
PC3: Professional development is okay... I was discussing how we could improve it with my vice principal... And the problem is that the cluster manager does not give us any encouragement... and motivation... feedback any reports... He doesn't do anything... Comes about once every two weeks three weeks... But doesn't give us any reports... any information... Better for me because I don't need to actually do any reporting... It's just extra what they don't need... I have enough work to do... I am finding the professional development a bit boring now... Serve the same stuff we get all the time... Anyway that's what they want and that's what we are getting... off track				My cluster manager does nothing then leaves Bored with the professional development.

Appendix 4 Narrative 97				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC3	Social	22-03-11	
Me: You were not professional development how was it?				
PC3: Well boring as usual... Same material as last week... You know the vendor gets paid a fortune... I don't know how they get away with it... Because anybody could do better than that... It's just not good... Not good at all... off-track				The vendor's delivery is not very good

Appendix 4 Narrative 98				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	PC3	Social	08-02-11	
Me: You were at professional development how was it?				
PC3: Professional development was the same old same old which escaped stuff to do... and it's boring... It's an afternoon off anyway... It's not just me... It's everyone that seems to be fed up with it... We were all bored with the professional development... They need to liven it up a bit... Sure video or something... off track				Bored

Appendix 4 Narrative 99				
All names have been blocked to protect identities				
Interviewee cycle	Interviewee code	Setting	Date	Recurring key Topic words
3	SD1	Social	23-02-11	
Me: Yes				
SD1: Hello xxxxx, I hear how the attendance at the professional development was down... Take the attendance and report to me				Please take attendance and report to me.

Appendix 5 **Principal Leadership Survey questions**

(Addressed to both principals and cluster managers)

No	Questions	Don't know	Little to no experience	In need of support	Competent ability	Substantial ability
	Principal -Please assess your ability to: Cluster Manager - Please assess principal's ability to:					
1.	Build a shared vision of excellence, equity and high standards					
2.	Create and implementing a strategic plan to improve your school					
3.	Inspire, challenge, and motivate staff					
4.	Encourage teachers to be creative and innovative					
5.	Ensure that all students receive an effective education					
6.	Organise the delivery of curriculum with high expectations for all students					
7.	Access, analyse, and interpret student data					
8.	Develop effective teachers					
9.	Monitor, evaluate and improve teacher performance					
10.	Implement technology to support teaching and learning					
11.	Create a culture of shared leadership and decision-making					
12.	Provide a safe and secure school environment					
13.	Manage school finances and resources					

14.	Delegate responsibilities					
15.	Establish clear policies and procedures					
16.	Promote teamwork and collaboration among employees					
17.	Motivate teachers and staff					
18.	Encourage leadership among employees					
19.	Resolve conflicts between staff					
20.	Provide constructive feedback to employees					
21.	Promote parent involvement					
22.	Gather and act on parent and community feedback					
23.	Form supportive community partnerships					
24.	Use technology and social media to communicate with parents and community stakeholders					
Source: adapted from vendor documentation.						